

# INSPECTION REPORT

**KING EDWARD PRIMARY SCHOOL**

Thorne

LEA area: Doncaster

Unique reference number: 106750

Headteacher: Mr M Madden

Reporting inspector: Mr C Deane-Hall  
23757

Dates of inspection: 14 –18 February 2000

Inspection number: 193727

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	King Edward Road Thorne Doncaster
Postcode:	DN8 4BY
Telephone number:	(01405) 813522
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Oldroyd
Date of previous inspection:	February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr C Deane-Hall	Registered inspector	Mathematics	The school's results and pupils' achievement How well the pupils are taught How well the school is led and managed
Mrs S Pritchard	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils How well the school works in partnership with parents
Mr T Aldridge	Team inspector	Special educational needs Information technology Religious education	
Miss S Gerred	Team inspector	Under fives Art Design and technology	
Mr B Holmes	Team inspector	Science Geography History Physical education	The curriculum and other opportunities offered to pupils
Miss W Thomas	Team inspector	Equal opportunities English Music	

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

### **INFORMATION ABOUT THE SCHOOL**

King Edward Primary School is situated in the town of Thorne. The school provides education for boys and girls between the ages of four and eleven. There is a total of 340 pupils of which 162 are girls and 178 are boys. The majority of the pupils live in the community surrounding the school. The unemployment in the area is high at 50 per cent of the population. The majority of the homes are local authority rented accommodation. The percentage of pupils who join or leave the school other than at the usual time is just under 20 per cent. The number of pupils who are known to be eligible for free school meals is 123 (36 per cent) which is above average.

The vast majority of the pupils are classified as white and no pupils have English as an additional language. There is a total of 87 pupils (26 per cent), who are on the special educational needs register. This is above average. Fifteen of these pupils have a Statement of Special Educational Need. Around 36 per cent of the pupils are known to be eligible for free school meals. The average class size is 25. . There are 25 children under five and the majority of these enter the school with levels of attainment which are generally well below those expected of children of their age. However, children's physical development is below the level expected for their age.

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

King Edward Primary School provides a satisfactory quality of education for its pupils. Although a high proportion of pupils enter the reception classes with a level of attainment which is well below that expected and most make satisfactory progress, many do not reach the Desirable Learning Outcomes for pupils at the age of five. Standards at the end of Key Stage 2 are below the national average in English and mathematics. In science, standards are broadly in line with the national average. Many of the pupils begin their school life at a low level of attainment and their achievement is satisfactory, overall. In comparison with similar schools the results of 1999 show that standards were above average in English and mathematics and well above average in science.

The leadership and management of the school are satisfactory. Teaching is satisfactory, overall, although there are weaknesses in the teaching of children under five. Teaching in the upper part of Key Stage 2 is often good. The overall effectiveness of the school is satisfactory. The socio-economic circumstances of many of the pupils are poor and the school's income and expenditure per pupil are above average. The attitudes, values, behaviour and personal development of the pupils are good. Since the last inspection, the school has improved satisfactorily. It has worked successfully to improve standards in English, mathematics and science, the level of attendance has improved and procedures for assessment are satisfactory, overall. Taking all these into consideration the school provides satisfactory value for money.

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

- Standards have improved in English, mathematics and particularly in science at the end of Key Stage 2.
- The school has developed good strategies for teaching literacy.
- Pupils' attitudes, behaviour and personal development are good. Relationships are good and there is an absence of oppressive behaviour.
- The way in which the school helps pupils to develop their social awareness is very good. The school provides good opportunities for pupils to understand right from wrong.
- There are very good procedures for ensuring pupils' good behaviour and for monitoring and improving pupils' attendance.
- The school strives hard to work closely with parents and this helps parents to have a positive impact on pupils' progress.
- The level of accommodation has a positive impact on the quality of education provided .

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

- Standards in English, particularly speaking and listening, mathematics, information technology and religious education need to improve. In addition, pupils' progress in music also needs to improve.
- Lesson planning by teachers for children under five, does not identify sufficiently what children will learn and does not take into account information gained from assessment of what children already know, understand and can do. In addition, procedures for supporting those with special educational needs are insufficient.
- The provision for the development of pupils' spiritual development is not systematically planned for within the curriculum.
- The procedures for ensuring pupils' health and safety, including child protection, are not sufficiently formalised so that all staff are aware of what is expected of them.
- Pupils' annual progress reports for parents do not provide the necessary information for all of the subjects of the National Curriculum.
- Governors need to be more aware of the strengths and weaknesses of the school to shape its direction. The role of the subject co-ordinators needs to be reviewed and clarified to reflect the changing needs of the school.

*The areas for improvement will form the basis of the governors' action plan which will be sent to all parents and carers of pupils at the school.*

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

The school was last inspected in February 1997. Since then it has successfully addressed the key issues identified in the inspection as areas for development. Standards in English, mathematics and science have consistently improved at the end of Key Stage 2 and the school is on course to meet its targets in these subjects. In comparison with similar schools, standards are above average in English and mathematics and well above average in science. The quality of teaching has improved in Key Stage 2 and procedures to monitor the quality of teaching have begun in numeracy. However, the quality of teaching for children under five is not as good as it was at the time of the last inspection. Assessment arrangements have been improved, particularly in the core subjects of the National Curriculum. Information gained from assessment is used positively to help pupils improve their work, to inform the planning of the curriculum and to monitor the progress of improvement. However, target setting for individual pupils is still at an early stage of development. The rate of attendance has improved, particularly over the last term.

The leadership has responded single-mindedly to the last inspection and worked hard and successfully to improve standards in English, mathematics and science. Its action planning and school development plan have been carefully focused on improving standards in these three subjects. Staff too, are committed to improving standards and the vast majority of parents have positive views about the school. Resources have been carefully directed to support improvements in standards in English, mathematics and science. However, the school has not sufficiently improved standards in information technology and, in religious education, standards have not been maintained. The level of resources has not improved sufficiently since the last inspection. The library has few books to support the study of religious education and Bibles are old and worn. The number of computers in school is insufficient and pupils have access to a limited range of percussion instruments for their music lessons. In addition, the resources to support the curriculum for children under five are limited. Their role play areas are sparsely furnished and there is a lack of outdoor climbing and balancing apparatus. The school has few resources to reflect the cultural diversity of the wider community.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	1997	1998	1999	1999
English	E	E	E	B
Mathematics	E	E	D	B
Science	D	D	B	A

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Most pupils do not attain the Desirable Learning Outcomes by the age of five in most of the areas of learning. However, in physical development and in their personal and social development many do attain the level expected. The table above shows the school's average grades. The table shows that standards in mathematics and science have improved in 1999 and in comparison with similar schools, standards are above and well above average respectively. Trends over recent years show a significant improvement in all three subjects and have broadly followed the national trends. Pupils' achievement is generally satisfactory. However, the school is aware that pupils are capable of achieving more and has already put in place extra-curricular opportunities for pupils to improve their level of achievement. By the end of Key Stage 2, pupils do not attain the level expected in information technology and religious education.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes towards learning.
Behaviour, in and out of classrooms	Behaviour is good both in and out of the classrooms.
Personal development and relationships	Pupils' personal development is good. As they move through the school, pupils take on increasing levels of responsibility. Higher attaining pupils are mature enough to help other pupils when necessary.
Attendance	The level of attendance is satisfactory and has improved since the last inspection.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	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.*

The quality of teaching is satisfactory, overall. Teaching is satisfactory in around half of the lessons. In just over one third of lessons it is good and in one lesson in ten it is very good; occasionally, it is excellent. In about one lesson in 20, teaching is unsatisfactory and, occasionally, it is poor. The quality of teaching in Key Stage 2 is better than in the other parts of the school and, within the key stage, teaching is noticeably better in the upper part. The best teaching was characterised by lessons which were carefully planned, where teachers had high expectations of what pupils could



achieve and where they used a variety of teaching methods which ensured that pupils' learning was effective. The weaknesses in teaching relate to poor planning where the needs of the pupils are not reflected in the activities provided. In Key Stage 1, just under half of the lessons were good or better. The quality of teaching for children under five, though satisfactory overall, has weaknesses. This was because lesson planning lacked a clear focus to meet the needs of all pupils and information gained from teachers' assessments was not used systematically to support future learning.

Across the school, teachers generally teach literacy and numeracy satisfactorily. In literacy, a high proportion of the teaching was at least good. In numeracy, it was never less than satisfactory and occasionally it was excellent. Teachers generally meet the needs of pupils satisfactorily. Pupils with special educational needs in Key Stage 2 are often well supported, particularly when they are taught by a specialist teacher. This level of support has a positive impact on their learning and in the progress pupils make towards achieving their agreed targets. However, the needs of children under five who have special educational needs are not always sufficiently supported.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a satisfactorily broad and balanced curriculum. All subjects of the National Curriculum and religious education are included. Statutory requirements are met in all subjects. The school provides a satisfactory range of extra-curricular activities. Pupils have equal access to all curriculum and extra curricular activities. Satisfactory contribution to pupils' learning is made through links with the community.
Provision for pupils with special educational needs	Provision for special educational needs is satisfactory, overall. All pupils identified as having special educational needs have individual education plans. Although most targets are appropriate, some are too broad and not easily measurable. Regular reviews of pupils' progress towards achieving their agreed targets are carried out. Provision for children under five is unsatisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall: the school makes very good provision for pupils' social development and good provision for their moral development. Provision for pupils' cultural development is satisfactory, overall, although there are limited opportunities for pupils to increase their awareness of other cultures. The provision for pupils' spiritual development is unsatisfactory, because the school rarely makes provision for this in the curriculum planning. However, overall provision contributes satisfactorily towards pupils' personal development.
How well the school cares for its pupils	Satisfactory, overall, but there are weaknesses in the procedures for ensuring pupils' welfare and safety and those relating to child protection. The recommendations from the health and safety risk assessments have not been rigorously followed.

There is a good partnership between the school and its parents. Parents have good opportunities to consult with staff. The school has very good procedures for monitoring and improving attendance and for the management of pupils' behaviour.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is effectively led and managed. However, delegation does not ensure effective contribution by all staff, because the role of subject co-ordinators does not reflect sufficiently the developing needs of the school.
How well the governors fulfil their responsibilities	The governing body does not ensure that all the necessary information is included in its annual report. Although the governors have a nominated person to support such aspects as literacy, numeracy and special educational needs, not all governors are aware of the strengths and weaknesses of the school because committees have a very limited brief. This has a negative impact on the governors' ability to shape the direction of the school.
The school's evaluation of its performance	Satisfactory, overall; the school has begun to monitor the effectiveness of teaching and how well the numeracy strategy is impacting on pupils' achievement. The results of tests are carefully analysed to help the school to improve standards.
The strategic use of resources	Funding, staff and learning resources are generally used effectively to support the work of the school. The school takes satisfactory measures to ensure best value for money. It compares its performance with those of other schools and sets itself targets for improvement. When buying services, it carefully compares prices and contracts. It generally takes into account the views of parents when making decisions.

The school has an adequate number of suitably qualified and experienced staff. The building and grounds provide good accommodation to support the curriculum. However, there is poor use of new technology in supporting the school's administration. Although a considerable amount of learning resources is acquired through the generosity and goodwill of parents and staff, there are deficiencies in the level and quality of resources in religious education, information technology, music and mathematics. In addition, the school has limited role play resources and outdoor climbing and balancing apparatus for children under five. The school has few resources to reflect the cultural diversity of the wider community.

## 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>• Good teaching.</li> <li>• The expectation that children will work hard and do their best.</li> <li>• The school's values and attitudes help pupils' development.</li> <li>• The children's behaviour is good.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities provided outside lessons.</li> </ul>

Inspectors agree with parents' positive views about the school, although the quality of teaching is satisfactory, overall. It is often good in the upper part of Key Stage 2, but there are weaknesses in the teaching of children under five. The school provides a satisfactory range of extra-curricular activities. These include study support and all pupils have opportunities to take part in football, art club, homework club and a range of musical activities as they move through the school. Pupils in Year 6 are involved in support classes as preparation for their end of Key Stage 2 tests. This provision is broadly similar to many schools.

## **PART B: COMMENTARY**

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

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

1. Standards in English and mathematics are below the national average by the end of both key stages. This is reflected in the below average and in some cases well below average results in national tests over the last four years. Standards in science are broadly in line with the national average by the end of both key stages. However, in comparison with similar schools, standards at the end of Key Stage 2 are well above average, overall.
2. Most children enter the school with overall levels of attainment which are well below those expected for children of their age. They make satisfactory progress in four of the six recommended areas of learning. Most children attain the Desirable Learning Outcomes in physical development, but despite making satisfactory progress most do not attain the Desirable Learning Outcomes in literacy, mathematics and creative development. In personal and social development, children often make good progress and attain the level expected. However, pupils make unsatisfactory progress in their development of the speaking and listening aspect of language and their knowledge and understanding of the world. Although most children listen attentively to teachers and other adults, few develop speech to the standard expected. This is because there are not enough planned and structured opportunities for children to practise and develop their speaking. Teachers do not make the most of opportunities to intervene in children's learning and help them to improve their vocabulary and language. For example, they do not always ask questions in a way which requires children to give more than one-word answers. Children with special educational needs make unsatisfactory progress, overall. This is because although these children are often provided with additional adult support, not enough account is taken of their needs in teachers' planning. Consequently, these children do not make as much progress as they should towards achieving their agreed targets.
3. By the end of Key Stage 1, standards in English and mathematics are below the national average. In science, pupils' attainment is in line with the level expected. The results of the national tests in 1999 showed that pupils' attainment, overall, in reading was below the national average. In writing and mathematics it was well below the national average. However, the proportion of pupils attaining the higher Level 3 in reading was close to the national average and in writing it was above the national average. The results of teachers' assessments in science showed that pupils' overall attainment was well below the level expected. However, the proportion of pupils attaining the higher Level 3 was broadly in line with the national average. In comparison with similar schools, attainment was above average in reading, below average in mathematics and broadly average in writing. The variation between the results of the tests and inspectors' judgements is because the school has improved its assessment procedures and uses the information gained from assessments to support teachers' planning for pupils' next steps in learning effectively. These improvements are having a positive effect on standards, particularly in reading and science.
4. By the end of Key Stage 1, standards in information technology and religious education are below the levels expected. There are too few computers in the school to allow pupils to have the necessary opportunities to develop their skills and knowledge of information technology. In addition, many teachers lack confidence in the subject. In religious education, there is a lack of effective monitoring of the subject which means that the subject is not covered in sufficient depth. This has a detrimental effect on the quality of work and standards in the school. In both information technology and religious education, pupils do not achieve as much as they should and their progress is unsatisfactory. In art, design and technology, history and physical education, pupils make satisfactory progress and achieve the level expected. In music, pupils make unsatisfactory progress and do not achieve the level expected. This is because the level of work provided does not match their needs. This has a negative effect on their progress and level of achievement. In geography, insufficient evidence was available to make a reliable judgement about pupils' achievement and progress.

5. Over the last four years, standards at the end of Key Stage 1 have improved significantly in reading. In writing, there has been a steady improvement in standards, but in mathematics there has been a very slight decline. Trends over time have generally followed the national trends in writing and mathematics, but in reading they have improved at a greater rate than for the national trend. There is no variation in attainment by gender or ethnicity.
6. In English, attainment by the end of Key Stage 1 in speaking and listening, and writing is below the level expected. In reading, pupils attain the level expected. Although pupils listen well to their teachers and to each other, many rely too readily on nodding or pointing to make their views known. In reading, most pupils are familiar with the way books are organised and talk about authors and illustrators. Many pupils are beginning to use punctuation as a guide to expression and correct themselves when they feel the story does not make sense. In writing, the majority of pupils use a joined script, but they still find difficulty with spelling. Pupils are beginning to show an understanding of punctuation, with higher attaining pupils using speech marks and exclamation marks correctly.
7. By the end of Key Stage 1, the newly implemented numeracy strategy is beginning to have a positive impact on pupils' learning. The increased focus on oral work is helping to improve pupils' mental agility. However, there is still room for improvement in helping pupils to use and apply their mathematics in practical situations and to increase their confidence when solving problems.
8. In science, most pupils make satisfactory progress. However, many lack confidence when undertaking scientific investigations independently, when deciding on the best methods of recording and drawing their own conclusions from the work they undertake.
9. By the end of Key Stage 2, overall standards in English and mathematics are below the national average. Standards in science are broadly in line with the national average. The results of the national tests for eleven year olds in 1999 showed that overall standards in English were well below the national average. In mathematics, they were below the national average and in science they were above the national average. In comparison with similar schools, the results were above average in English and mathematics and well above average in science. Overall, standards were well above average in comparison with similar schools. In the last three years, standards have improved and the upward trends have generally followed the national trends but with a slightly greater increase in attainment than found nationally in English. In science, improvements in standards have been better than the national trend. The variation in attainment in English between the results of 1999 and inspectors' judgements is because the new initiatives such as the literacy strategy, the homework club and the 'booster' sessions are starting to have a positive effect on standards. In addition, the improvement in the quality of teaching in Key Stage 2 is having a beneficial impact on pupils' achievement and standards at the end of the key stage. In science, inspectors' judgements include the pupils' level of attainment in the element of the subject which deals with experimental and investigative work. This is not the case in the national tests. Standards in this aspect of science are not as high as they should be. This has the effect of reducing the overall standards in the subject. However, there has been an increase in the proportion of pupils attaining the higher Level 5 in science.
10. In English, attainment in speaking and listening and writing is below the level expected. Although pupils listen well in discussions and are respectful of other pupils' ideas, they are not confident in expressing their own ideas. Pupils are keen to contribute to class discussions and try hard but they often find it difficult to explain their thoughts. In reading, pupils' attainment is broadly in line with the level expected. Pupils often read with expression and show good understanding of what they have read. They use an appropriate range of strategies to read unfamiliar words and most are reasonably confident readers. The majority use reference books confidently to find information. However, their choice of fiction books is limited to a small range of popular fiction such as books by Roald Dahl and R.L Stine. This means that higher attaining pupils are not always being appropriately challenged in their reading. In writing, most pupils develop their understanding of grammar satisfactorily and are beginning to apply it correctly in their writing. They are developing very good strategies for remembering spellings, such as the

use of mnemonics and enjoy inventing their own mnemonics for irregularly spelled words. Pupils competently draft, evaluate and improve their work and most use a well-formed joined script. However, the range of pupils' writing is limited and their descriptive writing lacks vividness and imagination.

11. In mathematics, most pupils understand square roots of numbers, plot co-ordinates in all four quadrants and understand the concept of negative numbers when reading temperatures. However, pupils' do not use and apply their knowledge and understanding of mathematics sufficiently in every-day situations. In science, most pupils use scientific terms correctly, understand the principles of gravitational force and name the major organs of the body. However, they are not sufficiently confident in undertaking scientific investigations independently.
12. By the end of Key Stage 2, pupils' attainment in information technology and religious education is below the level expected. Once again, this is because there are too few computers to ensure that pupils systematically improve their skills. Although pupils handle information effectively in data bases and through spreadsheet activities, their knowledge and understanding are below expectations. In addition, the control, modelling and monitoring element of the subject does not have as much time devoted to it as other aspects of the programme of study for the National Curriculum. In addition, teachers are not sufficiently confident when teaching the subject. In religious education, standards have declined since the last inspection. The reasons for the unsatisfactory achievement and progress are the same as those mentioned in Key Stage 1. Although pupils show a sound understanding of the importance of the Bible to Christians and holy books to other religions, their understanding of why aspects of different faiths are important to its followers is less well developed. In art, design and technology, history and physical education pupils make satisfactory progress and generally attain the level expected for their age. In geography, pupils' progress is satisfactory. In music, pupils' achievement is unsatisfactory and they do not make enough progress. This is because, although there is more time allocated to music in the second half of the term, the total time over the year is insufficient for pupils to develop their musical skills to a standard appropriate for their age. Some aspects of the music curriculum are developmental and need to be practised on a regular basis, such as singing and rhythmic skills. The current curriculum organisation does not support pupils' development in these areas.
13. Overall, pupils with special educational needs make satisfactory progress towards attaining their agreed targets. However, their rate of progress varies across the school. In Key Stage 1 progress of pupils is satisfactory. In Key Stage 2, progress is good. This is because pupils receive good support from the special educational needs teacher and support staff, especially in literacy and numeracy. Pupils' confidence and self-esteem grow, improving their willingness to tackle new tasks. Both higher and lower attaining pupils make satisfactory progress.
14. The school has set appropriate targets to help raise standards. It carefully analyses the results of the national tests and uses these and other assessment data to agree and set targets for particular cohorts. The results of the national tests at the end of both key stages show that the school met its targets in 1999.

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

15. A significant number of children are hindered by a lack of social or language skills when they first join the school. However, almost without exception, the children show an enthusiasm for learning and a willingness to adapt to school routines. They respond positively to school rules and quickly form constructive relationships with each other and with the adults in school.
16. Throughout the school, the majority of pupils display good attitudes to their work and willingly attempt the tasks set for them. They respond particularly well when work is clearly explained to them and well matched to their prior attainment. An excellent response was made by Year 5/6 pupils in a mathematics lesson when the teacher used examples of parallel and perpendicular shaped objects in the classroom to help pupils understand exactly what they were learning. Whilst working in their groups, pupils help each other by thoughtful exchange of ideas and

methods. A good example of this was seen in a Year 3/4 science lesson where a higher attaining pupil carefully chose a sponge alongside a piece of mild steel to illustrate to another pupil, the very different characteristics of the materials. Pupils willingly read to interested adults and happily discuss their reading habits with them. The school has continued to instil the positive attitudes and values reported at the time of the last inspection. An overwhelming majority of parents replying to the pre-inspection questionnaire agreed that their children liked school.

17. The school has sustained the good standard of pupils' behaviour demonstrated in the last inspection. Behaviour is good both in lessons and around the school. Pupils respond well to everyday routines and the standard of behaviour in all lessons observed was never less than satisfactory. They understand the need to be a good representative of the school at all times. When swimming at the local pool, they behaved sensibly and showed due consideration for members of the public. Pupils show respect for property, handling resources with care. Fragile artefacts on open display such as original 78rpm records remain intact yet always within easy reach of pupils. In the playground, pupils play happily together and recognise the fundamental rule that unkind behaviour towards anyone is neither expected nor tolerated. Almost all pupils respond positively to the first warning given on their behaviour, by acting promptly to amend it. This results in a happy atmosphere in school with minimal signs of tension. There are no exclusions recorded in the three years prior to the inspection.
18. In both key stages, pupils with special educational needs behave well in classrooms and in small groups when they receive extra support from the special educational needs assistants. They develop respect for each other's work and feelings and are positive about each other's efforts. They are willing to talk about their work and develop confidence in speaking, reading and writing.
19. Pupils' personal development is good. The pupils' capacity for personal study is developed well in lessons across the curriculum, through homework and in extra-curricular activities. There are frequent examples in lessons of pupils working and thinking independently. In a Year 1 history lesson, pupils were keen to voice their opinion on how they might determine the age of a toy but began questioning their reasoning when the teacher skilfully introduced the concept of examining the reliability of the evidence they had. In their own time pupils eagerly practise for after school activities in music and sport. Most pupils complete the homework activities they are given. In Year 6, all pupils carry out a structured programme of personal assignments to help them avoid the dangers associated with drug mis-use. In lessons and assemblies, teachers make frequent use of praise and this successfully enhances the pupils' self-esteem. Written responses from pupils in home/school diaries show pupils evaluating and considering their individual progress in reading. Pupils take responsibility for a good number of routine tasks around the school and carry these out diligently without undue reliance on adults. They willingly assist the smooth running of the school. An attractive purpose-built library is accessible to all classes but pupils are not sufficiently encouraged to make the best use of its facilities for their personal study.
20. The quality of relationships in the school is good. There is a very good rapport between pupils and staff. On the last day of the inspection, teachers and pupils made spirited contributions to the concept of bringing history alive by dressing up in clothes of a particular period. Pupils respond particularly well to the teachers who believe in their capabilities and their potential. There are frequent instances in lessons where the very good relationships between adults and pupils encourage pupils to concentrate and apply themselves to the task in hand. The school continues to successfully promote co-operative attitudes amongst all pupils including the few who have found it harder to sustain positive relationships in school.
21. Pupils have a satisfactory level of attendance. The school has successfully addressed the weakness which was identified at the last inspection. In the year before the inspection, the overall attendance of pupils was below that achieved in similar schools with a rate of unauthorised absence above the national average. However, new procedures for attendance have brought about a significant improvement in the overall rate, verified by the much-improved attendance of pupils in the last term before the inspection. The evidence points towards this rate being maintained. In the week before the inspection, pupils' attendance

continued to be broadly in line with that achieved nationally. Registers show few instances where pupils are absent from school for unknown reasons. The punctuality of pupils is satisfactory. Most parents bring their children to school and collect them on time. Registers are called and marked in accordance with statutory requirements.

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

22. The quality of teaching is satisfactory, overall, but there are weaknesses. Teaching is satisfactory or better in 93 per cent of lessons. It is satisfactory in 49 per cent of lessons, good in around one third of lessons and very good in around nine per cent of lessons. Very occasionally teaching is excellent. Teaching is unsatisfactory in around five per cent of lessons and occasionally it is poor. Teaching is slightly better in the upper part of Key Stage 2 than in other parts of the school. Teaching of children under five is satisfactory but is not as good as teaching elsewhere in the school. The weaknesses identified in the teaching in Key Stage 2 in the last inspection have been successfully addressed. In addition, training in the literacy strategy has satisfactorily addressed a previous weakness identified by the previous inspection in teachers' knowledge and confidence in teaching English.
23. The quality of teaching for children under five, though satisfactory, has weaknesses and is not as good as it was at the time of the last inspection. There has recently been a change of staff and not all are clear about how best to meet the needs of these young children. For example, insufficient attention is paid in teachers' planning to the needs of those pupils with special educational needs. Planning for the basic skills of literacy and mathematics is effective and teachers have satisfactory expectations of what the children can do. However, in other areas of learning the objectives for the lesson are too vague and there is insufficient attention to ensuring that children are provided with activities which build sequentially on their prior levels of attainment. For example, although children are appropriately provided with opportunities to choose their activity, too little direction is provided to help children improve their language. In the role play areas, teachers do not intervene sufficiently to encourage children to speak and improve their language. Teachers work effectively with adult helpers who are clear about what is expected and develop good relations with the children. Teachers manage children well and follow the school's policy for behaviour consistently. This helps children to quickly understand what is expected and helps them to settle quickly to their work. This they often undertake at a satisfactory pace, concentrating well and putting considerable effort into doing their best.
24. Teachers of children under five do not always change their teaching methods sufficiently to match the needs of all children; for example, in a mathematics lesson, too much time was spent sitting answering questions and too little time on practical activities. When this happens, children do not learn as quickly as they should and their rate of progress declines.
25. Teachers regularly mark children's work. However, day-to-day observations and assessments are not recorded systematically and consistently in both classes. Information from assessment is not used sufficiently to guide children's next steps of learning which has a negative impact on children's achievement. Arrangements for children to consolidate and enrich their learning are satisfactory. Parents and carers are welcome in the school and often talk to teachers on an informal basis. This helps to ensure that children's learning is supported at home.
26. Pupils with special educational needs receive good support in Key Stage 2, particularly in English and mathematics. These pupils are provided with activities which are carefully matched to their needs noted in their individual education plans. As well as good teaching of specific strategies to improve skills, emphasis is appropriately placed on increasing confidence and self-esteem. In Key Stage 1, teaching is satisfactory and the needs of pupils are effectively met with activities targeted at the appropriate level. They make sound progress in their learning. However, the teaching of children under five who have special educational needs is unsatisfactory, because activities are not matched sufficiently to their individual needs which has a negative effect on their learning and progress. Pupils with a Statement of Special Educational Need are well supported. Their progress towards achieving their agreed target is well supported by the additional help they receive from support staff.

27. In both key stages, teachers have a secure understanding in most, but not all, subjects. In information technology, not all teachers are sufficiently confident in their understanding of the requirement of the National Curriculum which reduces the rate of pupils' progress in the subject. However, in art, several teachers have a secure understanding of the subject and use it well to teach techniques. Teachers have a secure understanding of literacy and numeracy and use it to teach both satisfactorily. They know what literacy and numeracy skills pupils need and how to teach them.
28. Teachers generally plan their lessons effectively. In the upper part of Key Stage 2, teachers' planning is often good. They ensure that the needs of both higher and lower attaining pupils are clearly identified. This in turn helps to ensure that pupils are provided with work which is suitably challenging. For example, in mathematics in Years 5 and 6, teachers often ensure that opportunities are provided which make pupils think deeply about issues and question them skilfully to help them to improve their work. In the best lessons, teachers share the learning objectives with the pupils at the beginning of the lesson. This helps pupils to focus on what is expected and has a beneficial impact on their rate of progress. This was particularly noticeable in numeracy.
29. The methods and styles used by teachers are generally effective in helping pupils to learn. Teachers often adopt the three element model for a lesson, whereby there is an introduction, main activity and a time towards the end of the lessons when pupils gather together to review, consolidate and extend their learning. This works well, particularly in the upper part of Key Stage 2. In a few classes in the rest of the school, teachers' explanations at the start of the lesson and the consolidation part at the end of the lesson are too low key and not sufficiently lively to maintain pupils' attention at a high level. This reduces pupils' rate of progress. Teachers generally organise lessons in a way which supports pupils' learning, for example, whole class lessons, individual and small group activities.
30. A particular strength in teaching is the way that teachers manage pupils' behaviour. They expect and receive good behaviour from pupils. This helps to ensure that lessons are conducted in a positive and effective learning environment where learning is expected and takes place. In most lessons, teachers intervene at critical points in pupils' learning and help them to maintain their progress and motivation. In the best lessons, teachers maintain a good pace, for example, in English lessons and where pupils are supported by specialist teachers in special educational needs. Occasionally the pace of lessons declines in the introduction, for example, in numeracy, where introductions are too long which reduces the time available for the main activity. When this happens pupils' learning is reduced. However, when teachers use time targets for the completion of work, particularly in the main part of the lesson, it has a positive effect on the rate of pupils' work and their progress. Teachers in Key Stage 2 use their specialisms to good effect; for example, pupils with special educational needs are supported well by a specialist part-time teacher. When this happens it has a positive impact on pupils' progress because pupils have a clear understanding of what they are doing. The school groups pupils according to their prior attainment in literacy and numeracy. This has a positive effect on the rate of pupils' progress, particularly in the upper part of Key Stage 2 where teachers regularly plan together and share expertise. Resources are used effectively to support pupils' learning and support staff are satisfactorily deployed.
31. In both key stages, the school generally meets the needs of the pupils satisfactorily. Teaching motivates most of the pupils who show an interest in their work. As they move through the school pupils successfully increase their level of responsibility for appropriate aspects of their learning. Homework is used satisfactorily to enrich pupils' learning and support their progress. It is often closely related to work underway in the classroom. The vast majority is focused on literacy and numeracy but also includes opportunities for pupils to finish incomplete work from lessons and personal research.

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

32. The school provides a satisfactorily broad and balanced curriculum for its pupils. All National Curriculum subjects and religious education are included and balance is achieved by thorough



planning for each subject. Statutory requirements are met in all subjects and the school ensures this by using national schemes of work in subjects where they are available and school-based schemes of work in other subjects. The school's schemes of work, and the long-term planning provide an adequate basis for ensuring that pupils build on their prior levels of skill, knowledge and understanding in all subjects across the school. The school makes satisfactory provision for sex and health education through its personal, health and social education programme. The health and drugs education curriculum provided for pupils in Year 6 is enriched through a partnership with local police and health services.

33. The curriculum promotes pupils' intellectual, physical and personal development satisfactorily and is accessible to all pupils. The level of challenge within the curriculum is appropriately high for most pupils. In core subjects, however, opportunities to discuss issues and to carry out investigations in mathematics are under-developed and in need of improvement. The school provides limited opportunities for pupils' to develop their experimental and investigative science, particularly in Key Stage 2. In addition, the lack of opportunities in English for pupils to develop their speaking also has an impact on their ability to develop and articulate their own ideas. The effectiveness of the school's strategies for literacy are often good. In numeracy, however, the effectiveness is satisfactory. This is because the strategy has been in use for less than two terms and is still bedding in. Teachers are beginning to provide pupils with effective opportunities to apply basic skills of numeracy and literacy across a number of different curriculum areas. They have developed effective approaches in both areas to ensure that pupils receive their entitlement and acquire basic literacy and numeracy skills. In providing a broad and balanced curriculum the school makes some use of specialist teaching, particularly in music. In addition, teachers in Year 3 and 4 use their subject specialisms to teach across year groups in subjects like science. However, the time allocated to music over the year is insufficient for pupils to develop their musical skills to a standard appropriate for their age.
34. The school provides a satisfactory range of extra-curricular activities, including study support, through which the quality of pupils' educational experiences is enriched. All pupils have opportunities to take part in football, art club, homework club and a range of music activities. Year 6 are involved in additional support classes as preparation for their end of Key Stage 2 tests. The school makes good use of visits, both within and outside the local area, to enrich pupils' educational experiences and, in Key Stage 2 most year groups undertake an annual residential visit through which different curriculum areas are supported and enriched. However, the school, as yet, has no Internet link and is not yet able to develop wider community links using information technology. The school does not have any specific links with industry which directly impact on curriculum provision, but it does have effective and increasing links with schools around it. This applies to local nurseries, the local 'family' of cluster primary schools and the nearby secondary school.
35. The school has made satisfactory progress in maintaining and developing its curriculum since the previous inspection. For example, there have been improvements in design and technology and history. New initiatives in literacy and numeracy have been successfully introduced and provision in all subjects maintained. The curriculum is relevant to the needs of the pupils and all pupils have full access to the curriculum.
36. Provision for special educational needs is satisfactory, overall, but there are weaknesses. The provision for children under five does not support the needs of these children satisfactorily through a carefully planned approach. Individual education plans are limited and little additional funding is allocated to help support children's learning. In Key Stage 1, curriculum provision is sound with teachers providing suitably graded tasks, especially in literacy and numeracy. However, in Key Stage 2, provision is good. Pupils are well supported in areas of reading, spelling and mathematics. By organising pupils according to their prior attainment for English and mathematics, teachers ensure that activities are matched to individual needs. There is a satisfactory range of materials within the school to support pupils' learning and the school has due regard for the special educational needs Code of Practice.
37. All pupils identified as having special educational needs in Key Stages 1 and 2 have individual education plans with appropriate targets. This is an improvement since the last inspection. Targets are noted in comprehensive individual files containing past plans, reviews and letters to

parents and agencies. Copies of current plans are held by teachers and used effectively as working documents by all who have contact with the pupils. Although most targets are appropriate, some are too broad and not easily attainable and measurable. Pupils have full access to the National Curriculum.

38. The school makes very good provision for pupils' social development and good provision for their moral development. Provision for pupils' cultural development is satisfactory but the provision for pupils' spiritual development is unsatisfactory.
39. Provision for pupils' spiritual development is unsatisfactory and has deteriorated since the last inspection. Although acts of worship meet statutory requirements, there is insufficient time for pupils to reflect on their own experience and that of others. In lessons, some opportunities to develop pupils' sense of wonder at the natural world are missed. Acts of worship contribute effectively to pupils' social and moral development. For example, pupils are encouraged to think about the moral aspects of the story of "the Good Samaritan".
40. Pupils work well together in lessons and relate well to each other in the playground. Adults provide good role models for pupils. They treat them with respect and value their contribution to lessons. The pupils respond well to this. Older pupils are encouraged to take some responsibility for managing their own learning. There is a system of "Official helpers " in school. Pupils are chosen in Year 5 to be helpers for the following year. They have specific jobs and are very proud to be chosen. They are very helpful in supporting younger pupils at break and lunchtimes. The regular residential visits make a significant contribution to pupils' social development. The school encourages pupils to think of the needs of people less fortunate than themselves. There has recently been a collection for the NCH Action for Children project.
41. Provision for pupils' moral development is good. The school makes its expectations of behaviour very clear to pupils and they know right from wrong. They can explain the school's code of behaviour and know what they should do if they are upset or worried. Pupils show respect for the school's resources and take care of their own property and that of others.
42. Provision for pupils' cultural development is satisfactory, overall, but there are weaknesses. In religious education, pupils are offered some opportunities to explore the cultural traditions of others. In English, pupils are offered opportunities to explore a range of poetry, drama and literature, although this does tend to represent the traditions of Western European society. However, there are limited opportunities in art and music for pupils to increase their awareness of other cultures. The school invites different groups into the school to perform musical items to pupils and it makes good use of visits to museums and places of local interest, such as Cusworth Hall and the Royal Armories at Leeds. However, overall, the school's curriculum and resources do not reflect a recognition of the cultural diversity of contemporary British society.
43. Pupils have equal access to all curriculum and extra-curricular activities. Pupils are withdrawn from lessons for some activities, but teachers are very aware of this and ensure that this does not have a negative impact on curriculum provision. For example, in Year 6, those pupils who had been withdrawn from a religious education lesson came to the teacher at lunchtime for a brief introduction to their tasks. The school has begun to analyse test results in terms of gender. It has noted the lower attainment of boys in reading and has sought to address this by providing specific resources to interest boys.
44. A satisfactory contribution to pupils' learning is made through links with the community such as the drug education project and through the links with Community House, a local community centre for pupils, which uses the school for events. Pupils are offered a range of visits to the locality, which supports their learning in art, history and geography.
45. The school has constructive relationships with local feeder nurseries and playgroups and with other schools in the 'pyramid group'. Teachers work within the pyramid group to share ideas and to formulate curriculum policies and guidelines for pupils' work.

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

46. The overall provision for care, support and guidance of pupils is satisfactory, but there are weaknesses in the procedures for ensuring pupils' welfare and safety and those relating to child protection. The strengths of the way the school cares for the pupils are the very good procedures for monitoring and improving attendance and those relating to managing the pupils' behaviour. Parents have a great deal of confidence in the staff who show a genuine interest and concern for pupils' personal needs. Pupils know they can turn to any member of staff for support. The trust they have in the security and support they receive helps them to concentrate on their learning. This was seen as a positive aspect of the school in its last inspection.
47. Teachers place particular emphasis on developing the pupils' personal and social skills, and particularly so in the early years. The good links between staff and parents and the supportive relationships staff have with pupils have helped teachers acquire an informed view of the pupils' personal circumstances and their progress both in and out of school. Pupils are encouraged to care for each other and show kindness and tolerance to all individuals. Teachers listen patiently to pupils' responses in the conversations they have with them so that they can acknowledge and rectify their mistakes and misunderstandings. Teachers' intervention at appropriate points in lessons and assemblies contributes to raising the pupils' self-esteem by making them aware of their individual achievements. The progress made by pupils in all these areas is conveyed to their parents at open evenings, through informal discussion and, to a lesser extent, in the pupils' annual reports and their home/school link books. However, teachers have no formal method of recording pupils' personal progress other than by way of a general record kept on the awards made in assemblies.
48. There are satisfactory procedures in place for managing assessment across the school. The school has made satisfactory progress in addressing the key issues for development in assessment since the last inspection. Assessment arrangements have been improved, particularly in core subjects and information gained from assessment is used positively to help pupils improve their work and to inform the planning of the curriculum. There is a useful whole school policy which outlines clear procedures for assessment, marking and recording. There is an effective system of assessment and testing across the school in English and mathematics. Pupils are assessed twice in their reception year. The progress made by pupils as they move through Key Stage 1 is carefully monitored and recorded. Assessments in reading and non-verbal reasoning are used in Key Stage 2 and optional tests in English and mathematics are used in Years 3, 4 and 5. However, there are no formal systems in place in non-core subjects for assessing pupils' progress, although a recording system for noting information from assessments in the non-core subjects is to be introduced in the near future.
49. The use of assessment information to plan for pupils' next steps in learning, from both national tests and school-based assessments, is satisfactory. The process of analysing test results by gender is effective and the school has worked with the Local Education Authority to set appropriate targets for attainment in literacy and numeracy. The results and records of each pupil's assessments are used to support planning for future learning; for example, pupils are organised in groups according to their prior level of attainment for English and mathematics. The results of tests and assessments are analysed to give an on-going picture of pupils' strengths and weaknesses, the likely performance of cohorts of pupils and to identify areas for curriculum development. The school does not yet set individual targets for pupils to work towards across the whole school, although a system for monitoring and tracking individual pupils' progress over time, in order to identify targets, has been recently developed. However, information gained from assessment for children under five is not used sufficiently to guide children's next steps in learning.
50. Teachers undertake regular assessments of the progress of those pupils with special educational needs. Assessment is supported by tests and appropriate help is provided from outside agencies, such as the medical services and educational psychologist. Individual education plans are drawn up in consultation with teachers, parents and outside agencies, but pupils are not effectively involved in establishing their own targets. Information from tests and assessments as pupils move through the school is used effectively to identify pupils with learning difficulties.

51. Provision for those pupils with a Statement of Special Educational Need and the arrangements for the annual reviews are good and parents are invited to attend. Review procedures for those pupils without statements are carried out termly or sooner if necessary and all parents are informed and invited to be involved in the review process. However, there is a weakness in that if they do not attend reviews, there is no follow up procedure to inform them of the revised individual education plan.
52. The school operates a very effective system of rewards and sanctions to promote and ensure the good behaviour of pupils. Teachers and pupils work together in recognising the advantages to be gained by all pupils behaving well. This procedure is particularly well executed in assemblies. Parents are reminded of the school's policy on behaviour through the home/school agreement. Teachers regularly praise the pupils who behave particularly well, giving all pupils examples of what they should be working towards in terms of their own behaviour. All staff follow agreed procedures to ensure that incidents, such as bullying and harassment, should they occur, are dealt with effectively and consistently. Records are kept of any particularly unacceptable behaviour and the headteacher makes effective use of these to monitor and eliminate the possible recurrence of such conduct. The lunchtime supervisors manage pupils' behaviour well. There are few reported incidents of bullying and most parents agree that the school manages the behaviour of pupils in an appropriate way.
53. The school has made an effective response to a key issue identified in the last inspection on improving attendance. New and very good procedures for monitoring and promoting good attendance have now been introduced. Guidance for marking registers is clearly set out in the front of each register and closely followed by teachers. Good records are kept on all given reasons for absence and all totals in registers are updated on a weekly basis. Pupils strive to achieve the trophy given to the class with the highest weekly attendance figure. The office staff maintain a detailed record of pupils arriving late or going home early each day, noting reasons for absences. The school works closely with the Educational Welfare Officer who carries out frequent checks on attendance and punctuality and follows these up with home visits when concerns are identified.
54. Teaching staff are made sufficiently aware through staff meetings, school policy and local authority guidance of the correct procedures relating to child protection issues. However, some support staff are uncertain about who must be informed in the event of any disclosures made or concerns noted. This is unsatisfactory and does not comply with the very clear and very good written policy on child protection adopted by the school. The positive aspects relating to health, safety and child protection issues are the governor approved programmes of sex and drugs education taught in science and in personal, social and health lessons. These help raise pupils' awareness of the dangers of abuse and how to look after their bodies. Parents are confident that the school deals with their children's questions on issues relating to sex education and drugs education in a legitimate yet sensitive manner and inspectors agree.
55. However, certain procedures for promoting pupils' wellbeing and health and safety are unsatisfactory. Insufficient rigour has been applied by the senior management of the school to carrying out the recommendations made by the formal health and safety risk assessments. The school has noted the need to carry out fire practice drills on a more frequent basis. Informal risk assessments are made as part of the caretaker's general maintenance and cleaning rota. However, there are no procedures to establish an order of priority to any identified work, in accordance with the individual risk element. There is no written record kept of the reports made by the staff about health and safety issues or the action taken to correct them. In addition, there is no door to separate the kitchen area in front of the two reception classes from an adjacent block of children's toilets. Two kitchen cookers sited in areas frequently used as thoroughfares by staff and pupils are without guards.
56. Procedures for administering first aid are unsatisfactory. A number of staff are unaware of exactly which member or members of staff are appropriately trained in first aid procedures. A record of all injuries and accidents in school is regularly updated during the course of the day, but is not routinely monitored for evidence of frequency or trends. Although parents are contacted, verbally, when there is any degree of concern about an injury or illness suffered by their child, there is no record kept of the contact made. The school recognises the need to

review its procedures for the safe-keeping of medicines and the administration by staff of any medication to pupils which has been prescribed for their use.

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

57. The school has maintained the positive aspects of the partnership it had with parents at the time of the last inspection. Parents have good opportunities to ask questions, provide information about their children and express their children's needs. The school adopts an open door policy towards parents and carers, encouraging them to approach any staff member should they have a particular concern or information they wish to share. Teachers recognise the diversity of needs among parents and try to see the school from their perspective. Most parents consider that the teachers are relaxed and friendly in their dealings with them. This is a significant factor in the sound rate of progress that pupils make. Parents and carers are encouraged to come into the school when delivering and collecting their children and most do this. Some will also spend a little time reading or playing mathematical games with the children. These daily routines play an important part in building effective communication between home and school. There is a good partnership between the school and its parents and, because of this, parents make an effort to respond positively to the school's communications with them. Teachers appreciate the good response they have had from parents on matters of pupil attendance and behaviour.
58. Parents recognise the demands of a teacher's job and a good number give extremely generously of their time in providing practical support in lessons and around the school. During the week of the inspection, parental support was evident in classrooms, in the office in the playground and in after-school activities. Some parents regularly commit themselves to helping in school each day and can be relied upon to do this. Parents, greatly assisted by the school caretaker, help run and organise football training sessions and inter-school matches for both boys and girls. The good support given by many parents has a positive impact on the pupils' progress in lessons and in their personal and social development.
59. Parent and teacher consultations are well attended and parents are keen to be present at assemblies where their children receive awards for their good work, attitudes or attendance. By regularly supporting these events, parents promote the feeling amongst pupils that their schoolwork is valued. This is having a positive impact on the pupils' attitudes to their work. A core of parents and staff work extremely hard as a group in raising substantial amounts of money for the school. The parents' association has funded a range of resources for pupils' use in lessons. Parents have been particularly successful in collecting and exchanging retail vouchers for books and computer equipment.
60. Provision for parents to be involved in the identification, assessments and review of those pupils with special educational needs is good. They are invited to annual reviews and contribute to targets. However, a weakness is that should they not attend, there is currently no procedure for informing them of revised plans.
61. Parents provide a good level of support for their children's education at school and at home, helping with additional activities in English and mathematics. They make good use of the home/school diaries to record the progress their child has made in reading. A home/school agreement is in place and parents have raised no objections to its content. Parents respond well to requests for help or specific artefacts for classroom displays. A focus on history brought in a Victorian sampler, old toys and teddies. Parents put a great deal of effort into making costumes for their children to show clothes of a specific historical period. During the week of the inspection a special historical costume day took place and there were fine examples of little teddy-boys, astronauts, soldiers and hippies seen around the school.
62. The quality of written information available to parents remains at the unsatisfactory standard evident at the last inspection. Parents receive general communications about school events but insufficient information on the work that their children are doing. The end of year reports on pupils' progress do not meet statutory requirements as they fail to report on the core subject of information technology. The reports contain few targets to help parents clearly focus on what their child needs to do to improve their academic work and contain no reference to the actual

attainment or teachers' assessment levels attained by the pupil. However, parents appreciate the verbal information given to them during informal chats at the start and end of the day and in formal consultation sessions on their child's progress. They know that teachers are always willing to spend time with them and are available to answer their queries.

63. Parents of pupils with special educational needs are sufficiently involved with the school's procedures of reviewing the targets set for their children's progress, but insufficiently involved in the process of identifying the targets that are set. The current edition of the governors' annual report fails to give an update on the progress made by the school since its last inspection. Parent governors are very supportive of the work of the school, but have a lack of awareness of their role in providing a parental and layman's viewpoint on issues such as health and safety and school development.
64. From time to time, the school arranges meetings on specific areas of interest, for instance to explain the introduction of the literacy and numeracy strategies. Parents find these sessions have helped them understand what is being taught to their children and how they can best help them learn. At the meeting prior to the inspection a number of parents indicated that they would appreciate being advised of topics planned for their child's year group to help them prepare their children for specific lessons.

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

65. The leadership and management of the school are satisfactory. The headteacher has a clear view of where the school should be heading and is committed to raising standards. This commitment is shared by staff and governors. The school has satisfactorily addressed the key issues identified in the last inspection. Although the governing body is committed to the school and has a governor responsible for special educational needs, literacy and numeracy, these roles are all carried out by the same governor. Since the governors' committees meet very infrequently, governors are not fully aware of the strengths and weaknesses of the school. For example, many were unaware of the result of a local authority audit of the school's financial systems. This centralisation of the work of the governing body limits its effectiveness in helping to shape the future direction of the school. The governing body does not carry out all of its statutory duties. The governors' annual report to parents does not include all of the necessary information about the success of the action plan from the last inspection, the school's targets for English and mathematics at the end of Key Stage 2, or the arrangements for the next parent governor elections. In addition, the results of the health and safety checks and risk assessment are not prioritised by the governing body and the necessary action agreed.
66. The management of the school is supported effectively by the management team. The headteacher monitors the quality of teaching effectively in literacy and numeracy, but there has been no monitoring of teaching in other subjects. Classroom observations are followed by a written and oral feedback to teachers. Any areas for development are discussed and professional development needs agreed. However, the role of the subject co-ordinators is not sufficiently developed to meet the changing needs of the school. Their role is centred around the management of resources and they are not involved in the monitoring and evaluation of teaching and standards in their subjects. This limits their effectiveness in terms of leading their subject, achieving their subject action plan and helping to raise standards. This weakness is made worse because co-ordinators do not have a budget with which to carry out their action plan and maintain and develop resources. The vast majority of resources are often funded by parents or from class teachers' annual allocation of funds. This situation has a detrimental effect on the level and quality of resources and has a negative impact on standards, particularly in religious education and information technology.
67. The school has identified appropriate priorities for development in its development plan and has taken the necessary action to meet its targets. However, although standards have improved in English, mathematics and science at the end of Key Stage 2, there has been limited improvement in subjects such as information technology and religious education. The aims and values of the school are effectively reflected in the work of the school. The school encourages pupils' personal development and makes very good provision for their social development. In addition, standards in English, mathematics and science are rising.

68. The school makes sound use of the available financial resources allocated to the school. The funding for special educational needs and additional funding is soundly documented and the management of these is satisfactory. Expenditure is clearly linked to educational priorities detailed in the school development plan which shows clear direction for the school. These priorities are drawn together by the headteacher in consultation with the staff, but there is limited input from the governors. Each item is accompanied by a realistic estimate of costing to support budget planning. Planning for the budget is carefully carried out before the beginning of the financial year with advice from the local authority and there is full staff consultation. The school provides funding from its own budget for support staff to help lower attaining pupils and those with special educational needs. However, the finance committee of the governing body has limited involvement in the budget preparation process or in the monitoring of monthly expenditure. The annual budget is approved by the full governing body, usually in May. Although the governing body receives termly financial reports at its meetings, the finance committee meets only when there is a perceived need. It is not, therefore, sufficiently involved in monitoring the budget and evaluating the effectiveness of its funding decisions on raising standards.
69. The school takes satisfactory measures to ensure that best value principles are applied. It carefully compares prices and contracts. The most recent auditors' report in October 1999, shows several areas for improvement many of which have been satisfactorily addressed. However, important issues, for example, the need for written financial procedures and the completion of inventories have yet to be addressed. The school has taken the necessary action to ensure that the current year's budget remains balanced.
70. Curriculum co-ordinators are aware of their responsibilities, but their job descriptions are not specific to their role. Responsibilities consist mainly of resource management and subject support. However, the co-ordinators for literacy and numeracy have a more active role which has begun to have a positive impact on the standards attained. The school has successfully identified groups of Key Stage 2 pupils in literacy and numeracy to receive additional support to increase their rate of progress and raise their level of attainment.
71. The management of special needs is satisfactory. The special educational needs co-ordinator is well qualified for the post. There is a named governor who meets with the co-ordinator termly to discuss issues. The co-ordinator ensures that reviews of pupils' progress towards achieving their agreed targets are regularly carried out. However, with a full-time teaching commitment he is unable to monitor the quality of provision and to support colleagues. This has resulted in a lack of consistency in the quality of provision; for example, in Key Stage 2 it is good but for children under five it is unsatisfactory. Satisfactory records are maintained and regularly updated. The classroom support assistants are used well to support pupils with special educational needs. Liaison with outside agencies is satisfactory and their support is used effectively to meet the needs of these pupils.
72. The school makes poor use of new technology in supporting the administration of the school, although there are plans to use the computer for budget management from April 2000. The school has still to apply for grant aided funding to develop information technology to improve provision across the school and so raise standards in the subject.
73. The headteacher and administrative assistants manage the day-to-day financial procedures of the school satisfactorily. The systems in place ensure that the school runs smoothly and that money is handled securely. There are sound procedures for monthly checks on expenditure and for secure cash processing which provide a satisfactory level of internal control. However, there is an urgent need for procedures to be written down so that responsibilities and actions are formalised. Separate accounts are kept for private funds which are satisfactorily audited annually and presented to the governing body. Other day-to-day administrative procedures are effective; communication systems within the school are sound and parents are kept well-informed about events and special activities. Office staff work in an efficient, calm and professional manner and support the school's work well.
74. There are sufficient, suitably qualified and experienced teachers and support staff to meet the

demands of the curriculum. Good use is made of teachers' expertise in art, drama, music, science and technology across the key stages. Parents and adult volunteers provide additional support on a frequent and regular basis. Their support makes a valuable contribution to pupils' progress and attainment. Appropriate use is made of support staff working in the classrooms who make a good contribution to the progress of pupils with special needs.

75. The school's procedures for staff appraisal and performance management are satisfactory. Although the school has suspended its appraisal system pending further training related to performance related pay, the headteacher carries out effective monitoring of teachers' classroom practice in line with the school's policy on teaching and learning. His written observations are shared with the teacher concerned, good practice is identified and any weaknesses are pursued. The governors have set appropriate targets for the headteacher and deputy headteacher and have monitored the way that these are being achieved.
76. The building provides good accommodation for the number of pupils and provides a suitably welcoming environment for learning. The school is well maintained. The outdoor accommodation is good. There are good facilities for team games to be held on the hard surfaced playground and pleasant green areas for pupils to sit and socialise where trees provide shelter from the sun. Pupils have access to a pond for environmental work and a suitably fenced off wildlife area. However, there is no soft-surfaced or separately fenced-off area for the use of children under five which reduces their opportunities to develop their physical co-ordination.
77. Classrooms are of a good size to deliver the subjects of the National Curriculum. A separate room is used for music lessons and television viewing and there are kitchen areas for pupils' cookery lessons. The newly refurbished library is a pleasant area for study and reference, but is underused. Strong fencing and lockable gates are part of the recent improvements to the site and have helped reduce incidents of vandalism. The decrepit, demountable classroom commented upon in the last report has since been removed from the site.
78. Recent risk assessments identified a number of issues relating to the maintenance and upkeep of the premises. The school has yet to address all of these, but has agreed the action to be taken. A number of other issues relating to the health and safety of school users were identified during the week of the inspection and some of these were immediately addressed and rectified by the school.
79. The overall level of resources in school is unsatisfactory. A considerable amount of learning resources are acquired in school through the generosity and goodwill of parents and staff. However, the subject co-ordinators are not empowered to plan and decide what resources are needed to teach their subject in line with present and future demands of the curriculum. This has led to a shortage of resources in important areas. For example, the library has few books to support the study of religious education and Bibles are old and worn. The numbers of computers in school are insufficient for the number of pupils in classes and this hinders pupils' progress in the subject. Some of the resources being used to support teaching in mathematics are now old and rather shabby. Pupils have access to a limited range of percussion instruments for their music lessons. Safety matting used in physical education lessons is in urgent need of repair or replacement. There are some old and unattractive resources being used by children under five years old. Their role play areas are sparsely furnished and there is a lack of outdoor climbing and balancing apparatus. The school has few resources to cover the study of different religions and festivals and very few to reflect the cultural diversity of the wider community. Learning resources for special educational needs are satisfactory and are used effectively to support these pupils. Funding from the local authority for special educational needs is used appropriately. Classroom libraries have a satisfactory range of fiction books and there is a good supply of big books and group reading books for use in the literacy hour. Good use is made of the locality and residential visits to give pupils first hand experiences and information to enhance their learning.

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



80. The governors, headteacher and staff should work together to:

- i. raise standards in English, particularly speaking and listening, and writing by;
  - a. identifying opportunities across the curriculum where speaking and listening can be developed;
  - b. agreeing a school strategy to support the development of pupils' speaking;
  - c. increasing opportunities for pupils to improve their range of writing;

(paragraphs 1, 10, 32, 91, 93, 99)

- ii. raise pupils' attainment in the use and application of mathematics and in the experimental and investigative aspect of science by planning regular and frequent opportunities within the curriculum for pupils to build on their prior level of skill;

(paragraphs 9, 11, 32, 107, 111, 121, 122)

- iii. raise standards in information technology and religious education and the rate of pupils' progress in music by;

- a. providing professional development opportunities for teachers to improve their confidence in information technology;
- b. increasing the time allocated to music and the control, modelling and monitoring aspect of information technology;
- c. ensuring that in religious education, the importance of a faith to its followers receives increased attention within the curriculum;.
- d. increasing the level of resources for each subject;

(paragraphs 4, 12, 27, 32, 79, 144, 146, 151, 154, 155, 158, 164, 168)

- iv. improve the quality of teaching for children under five by;
- a. improving the way that information gained from assessment is used to support children's next steps in learning;
  - b. improving the quality of teachers' planning to;
    - ensure that the needs of all pupils, including those with special educational needs are met;
    - ensure that lessons have clear learning intentions;

(paragraphs 2, 23, 24, 25, 26, 36, 49, 88)

- v. improve the level of resources for children under five and for other cultures and widen the role of subject co-ordinators to reflect the changing needs of the school;

(paragraphs 66, 79)

- vi. ensure that the procedures for ensuring pupils' health and safety, including child protection, are sufficiently formalised so that all staff are aware of what is expected of them.

(paragraphs 54, 55, 56, 65)

In addition, the governing body should consider the following minor weaknesses:

- increase the role of the governing body in helping to shape the direction of the school and ensure that all statutory requirements are carried out;

(paragraph 65)

- increase the use of information technology to support the administration of the school;

(paragraph 72)

- ensure that pupils' annual progress reports meet statutory requirements and provide increased levels of information for parents;

(paragraph 62)

- provide opportunities within the curriculum to support pupils' spiritual development.

(paragraph 39)

Issues relating to English, mathematics, information technology, religious education, library resources and health and safety appear in the school's development plan.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	90
Number of discussions with staff, governors, other adults and pupils	42

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	9	33	49	5	2	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	YR – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)	340
Number of full-time pupils eligible for free school meals	123

FTE means full-time equivalent.

Special educational needs	YR – Y 6
Number of pupils with statements of special educational needs	15
Number of pupils on the school's special educational needs register	87

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	41

### Attendance

#### Authorised absence

	%
School data	6.0
National comparative data	5.4

#### Unauthorised absence

	%
School data	1.7
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	30	26	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	22	24
	Girls	20	18	19
	Total	40	40	43
Percentage of pupils At NC level 2 or above	School	71(79)	71(76)	77(89)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	24	22
	Girls	20	21	20
	Total	41	45	42
Percentage of pupils At NC level 2 or above	School	73(81)	80(89)	75(87)
	National	82(80)	86(85)	87(86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	23	22	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	18
	Girls	16	16	19
	Total	27	30	37
Percentage of pupils At NC level 4 or above	School	60(52)	67(48)	82(72)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	18
	Girls	17	16	20
	Total	29	29	38
Percentage of pupils At NC level 4 or above	School	64(42)	64(49)	84(72)
	National	68(65)	69(65)	75(71)

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	1
Pakistani	2
Bangladeshi	0
Chinese	0
White	337
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: Y R – Y 6**

Total number of qualified teachers (FTE)	13.5
Number of pupils per qualified teacher	25.2
Average class size	28.5

#### **Education support staff: Y R – Y 6**

Total number of education support staff	11
Total aggregate hours worked per week	209

### ***Financial information***

Financial year	1999/2000
	£
Total income	610478
Total expenditure	621912
Expenditure per pupil	1787.10
Balance brought forward from previous year	-2503
Balance carried forward to next year	13937

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	340
Number of questionnaires returned	103

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	36	3	2	1
My child is making good progress in school.	52	43	3	0	2
Behaviour in the school is good.	44	53	2	0	1
My child gets the right amount of work to do at home.	37	45	11	2	3
The teaching is good.	56	43	1	0	0
I am kept well informed about how my child is getting on.	47	38	15	0	1
I would feel comfortable about approaching the school with questions or a problem.	62	32	5	0	1
The school expects my child to work hard and achieve his or her best.	68	30	1	0	1
The school works closely with parents.	32	50	13	0	5
The school is well led and managed.	46	50	1	0	4
The school is helping my child become mature and responsible.	47	50	4	0	0
The school provides an interesting range of activities outside lessons.	28	38	18	2	13

## 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**

81. Children start school in the September preceding their fifth birthday. Most children enter the school with levels of knowledge, skill and understanding which are well below those of other children of the same age. Their language and communication skills are particularly poor. This was also the case at the time of the last inspection. There are currently 55 children on roll, 25 of whom are under five years of age. Thirteen children are registered as having special educational needs. Children are taught in two mixed age reception classes by two full time teachers supported by two classroom assistants, one of whom is part-time. The classrooms are bright and, together with the shared corridor area, provide sufficient space for a wide range of indoor activities. Although there is access to the playground outside, it has not been designed specifically to meet the needs of children under the age of five. The area is used satisfactorily for children to play with an adequate range of wheeled toys and vehicles, but it is not enclosed and there is limited access to outdoor climbing and balancing apparatus. Teachers are effectively supported by good classroom assistants who make a valuable contribution to the children's progress. Parents are welcome and there are opportunities for daily dialogue with staff. Children have reading bags to take home and parents are suitably involved with their children's learning.
82. Children's personal and social development is well promoted in the reception classes so that, by the age of five, most children achieve the standard expected for their age. Children respond positively to the consistently good expectations of behaviour and consideration for others, promoted by the staff and behave very well. Children develop a growing sense of right and wrong and learn from their mistakes in a positive and caring environment where they feel secure and happy. Teaching is satisfactory in this area of learning. Teachers provide opportunities for children to play and work with others so that they learn to share, take turns and co-operate in a range of situations. Children are familiar with classroom routines, move sensibly to tasks and settle happily. They demonstrate a growing independence in choosing activities for themselves and in clearing away and tidying up at the end of lessons.
83. When children enter the reception classes their speaking and listening skills are underdeveloped. A significant number of children have difficulty in articulating questions and answers and the vocabulary of most children is very limited. Children make sound progress in listening skills. By the age of five, most listen attentively to teachers and other adults, but few develop speech to the standard expected of children of this age. While teachers provide activities where children can engage in conversations with each other if they wish, there are not enough planned and structured opportunities for speaking through direct teacher intervention. Teachers do not always phrase questions in a way which requires children to give more than one-word answers. When planning activities, not enough account is taken of the needs of those children with special educational needs who have problems with speech and communication. Consequently, children do not make as much progress in speaking as they should. The school's strategy for literacy and the use of a phonics based scheme make a positive contribution to children's learning in reading and spelling and children make sound progress in the recognition of letters and their sounds. Higher attaining children recognise the beginning, middle and end sound in words that begin and end with consonants such as 'cat' and 'bed'. By the time they are five, a small number of higher attaining children recognise and read some words in simple texts. Many children recognise and write their own names, but few read or write other simple words unaided. By the age of five the majority of pupils do not attain the Desirable Learning Outcomes for children at the age of five in language. In literacy, however, many do attain the level expected. The teaching of literacy is generally satisfactory, with some examples of good teaching. However, in some lessons, group and individual activities do not provide sufficient challenge for children capable of higher achievement or sufficient support for those children who have special educational needs.
84. When children enter the school, their attainment in mathematics is well below that of most children of the same age. They make sound progress, even though their attainment is still below expectation by the age of five. Children develop awareness of numbers through sorting,

matching and counting and through activity songs and rhymes. Through their topic about 'Goldilocks and the three bears' they learn to count and match the number of bowls, chairs and beds to the number of bears and become familiar with language relating to size such as 'small', 'bigger' and 'biggest'. Most children correctly count and recognise numbers consistently to four. Higher attaining children count reliably to ten and recite numbers up to 20. They are beginning to perform simple number operations such as adding and subtracting objects. Most children are beginning to name two-dimensional shapes and some can recognise circles, squares and rectangles in three-dimensional shapes such as a cube and cuboid. Teaching, overall, is sound. However, some unsatisfactory teaching was seen in one class, where the methods used were inappropriate and the pace of learning was too slow. For example, children were expected to sit for a long period of time during the introduction to the lesson which reduced time available for practical learning.

85. When many of the children come to school, they have difficulty in expressing their knowledge and understanding of the world. Their development is hindered to some extent by their slow progress in speech. However, although teaching is satisfactory, overall, there is a lack of planning and assessment by teachers for many of the activities through which knowledge and understanding of the world can be acquired. Within the activities provided, there are limited opportunities for children to investigate and enquire in a scientific or technological way and children do not make as much progress as they should. Children learn best when there is direct teacher intervention and a focus for learning such as in the historical element of their topic about homes and families. Through discussion and by looking at photographs of themselves as babies and now, children are helped to develop a sense of past and present. They begin to recognise change and begin to think about their immediate family history, by drawing a simple family tree. Children gain an understanding of their immediate environment and of the local area by visits to shops and the local library. They make a satisfactory start in using information technology when they play number and language games. They successfully operate a cassette player with headsets to listen to a story and can use a keyboard or mouse to control the cursor on a computer screen. By the age of five, the majority of children do not attain the level the Desirable Learning Outcomes.
86. By the age of five, children's physical development is appropriate for their age. In the hall, small apparatus is used to develop successfully their co-ordination and skills in catching and throwing. On the large apparatus, they develop satisfactorily their ability to climb and balance. In the outside play areas, children become increasingly aware of their own and others' space. They use vehicles, tricycles and carts imaginatively as they steer them around road markings and traffic signs. Children are encouraged to improve their manipulative skills with an appropriate range of activities. For example, they use pencils, crayons, glue and scissors effectively and with increasing dexterity. They roll and shape play-dough. Their co-ordination and visual perception are satisfactorily developed through matching and positioning shapes, decorating and sticking. Teaching is sound, overall, but is inconsistent between parallel classes and some teaching of indoor physical education is unsatisfactory. For example, the organisation of a lesson did not allow children to be sufficiently physically active because too long was spent waiting for a turn when throwing and catching a ball with the teacher. This weakness had a negative effect on pupils' learning and the rate of progress was unsatisfactory. The indoor, large climbing and balancing apparatus is not specifically designed for use with young children.
87. Children's attainment in creative development, by the age of five, is below that expected for their age. Children, generally, use paint confidently and there are opportunities to present their ideas through drawing, modelling and painting. However, in some technology activities, teaching is over-directed by adults and the range of materials and tools is sometimes rather limited. There is little evidence that children have enough opportunity for exploration and experimentation with a range of art materials and techniques or that they have opportunities to work on a large scale or to contribute to collaborative pieces of work such as wall friezes and collages. During the inspection, there was little evidence of children listening to music or exploring sounds. The teaching for children's creative development is unsatisfactory and, as a result, their learning suffers.
88. The last inspection found teaching to be consistently sound and often good. Since the previous



inspection, there have been changes to the teaching staff and this inspection finds that despite some good features, there are weaknesses in the quality of teaching. For example, the provision for special educational needs is unsatisfactory. This is because, although these children are often provided with additional adult support, not enough account is taken of their needs in teachers' planning. Consequently these children do not make as much progress as they should towards achieving their agreed targets.

89. Children have a very positive attitude to learning. They demonstrate interest in their work and try very hard, putting a great deal of intellectual, physical and creative effort into the tasks they are given. This contributes significantly to their progress and achievements.
90. The last inspection found that work was planned effectively. This inspection finds that work in literacy and mathematics is planned effectively and thoroughly, but that work in other areas of learning is not always planned satisfactorily. There is too much reliance on children learning incidentally. It is appropriate and relevant that children have opportunities to choose some tasks independently. However, when they do so, there is insufficient focus by teachers on what the children are intended to learn from them or what observations and assessments should be made during them. Additionally, there is insufficient attention paid, when planning, for the specific needs and entitlements of the differing age groups or for the individual education plans of children with special educational needs. The previous inspection found that children's progress was thoroughly assessed and meticulously recorded. This inspection finds that, although there are sound procedures for assessing children's attainment on entry to the school, day to day observations and assessments are not recorded systematically and consistently in both classes. Information from assessment is not used sufficiently to guide children's next steps of learning. This is mainly due to the fact that teachers receive little guidance in these aspects or in planning for the curriculum. Leadership and management of the provision for Early Years is unsatisfactory.

## ENGLISH

91. Standards, by the end of both key stages, are below the national average. However, as most pupils enter the school with levels of attainment which are well below the level expected, their achievement is satisfactory, overall. The results of the National Curriculum tests for pupils at the end of Key Stage 1 for 1999 showed that standards in reading were below the national average, but above the average of similar schools. In writing, standards were well below the national average, but average when compared with similar schools. Teachers' assessments of pupils' attainment in speaking and listening show that this is very low in comparison with the national average. Pupils' attainment in reading has risen over the past three years. There was a marked improvement in writing at Key Stage 1 from 1997 to 1998, but results were lower again in 1999. The proportion of pupils attaining the higher Level 3 in reading in 1999 was close to the national average and, in writing, it was above the national average.
92. The results of the national tests for pupils at the age of eleven in 1999 showed that pupils' attainment was well below the national average, but above average when compared with similar schools. By the end of Key Stage 2, the percentage of pupils attaining the higher Level 5 was well below the national average. There is no significant difference in the attainment of girls and boys. Trends over time show that standards in both reading and writing by the end of Key Stage 2 have steadily improved.
93. By the end of Key Stage 1, pupils' speaking and listening skills are below the level expected. Pupils listen well to their teachers and to each other in lessons and in assemblies. However, in lessons, there is insufficient emphasis on the development of pupils' speaking skills. Many pupils rely on nodding or pointing to make their wants known. Teachers and other adults are too ready to accept this non-verbal communication and do not always model spoken language effectively for pupils. Not enough use is made of the imaginative play areas to support pupils' language development. There are also missed opportunities in practical activities, such as cooking, to encourage pupils to talk.
94. By the end of Key Stage 2, pupils' speaking and listening are still below the level expected.

However, pupils listen attentively in lessons and assemblies. Their responses to questions and the way in which they settle quickly to tasks show that they have listened with care to teachers' explanations. They listen well in discussions and are respectful of other pupils' ideas. However, pupils are not confident in expressing their ideas orally in class or in assemblies. They show a limited use of vocabulary and this is reflected in their written work. Pupils are keen to contribute to class discussions and try hard, but they often find it difficult to explain their thoughts.

95. In the majority of lessons observed pupils' attainment in reading by the end of Key Stage 1 is broadly in line with the level expected. Pupils are involved and interested in stories. In the literacy sessions, they join enthusiastically in familiar parts of books. For example, in a poetry session, Year 2 pupils enjoyed the familiar rhyme scheme and rhythm of poems. Pupils are familiar with the way books are organised and talk about authors and illustrators. In group sessions, pupils join in enthusiastically in reading shared texts. Pupils are beginning to use punctuation as a guide to expression and use a range of clues to help with their reading. Pupils are developing a good knowledge of sounds and correct themselves when they feel the story does not make sense. Most pupils use a good range of strategies for tackling unfamiliar words. For example, they use their knowledge of letter sounds to work out new words. They correctly use tables of contents to find information, but are not all secure in using alphabetical order to look up items in an index. A small number of higher attaining pupils read with fluency and good expression.
96. By the end of Key Stage 2, pupils' attainment in reading is in line with the level expected. In a small number of lessons, pupils are not sufficiently involved in reading shared texts. This slows their progress and their level of achievement. Pupils try hard to read with expression to convey the meaning of the text to others. They show good understanding of what they have read and are able to retell stories. They use a range of strategies to tackle unfamiliar words in their reading. The majority of pupils are reasonably confident readers and enjoy books. They are able to use reference books confidently to find information. Pupils are able to summarise what they have read and make sensible predictions about the sequence of stories they read. They are beginning to discuss their personal responses to plot and characters in their reading. Although pupils enjoy reading, their choice of books is limited to a small range of popular children's fiction such as books by Roald Dahl, Enid Blyton and R L Stine. Whilst these books are enjoyable and appropriate for the age group, pupils are not being helped to extend their knowledge of the literature available and broaden their choices. This means that higher attaining pupils are not being appropriately challenged in their reading skills.
97. By the end of Key Stage 1, pupils' attainment in writing is below nationally expected levels. Pupils try hard with their handwriting. The majority of pupils use a joined script, but they still find difficulty with spelling. Pupils are beginning to show an understanding of punctuation, with higher attaining pupils using speech marks and exclamation marks correctly. Pupils' progress in writing is held back by their limited speaking skills, because pupils have a limited range of vocabulary to express their thoughts. The content of their written work shows a limited range of expression.
98. Pupils in Key Stage 2, continue to develop their writing, but, by the end of the key stage, the standards they attain are still below the level expected nationally. Pupils develop their understanding of grammatical terms satisfactorily and are beginning to apply them correctly in their writing, although the younger pupils become confused when teachers' explanations of grammatical rules are unclear. Older pupils are developing very good strategies for remembering spellings such as the use of mnemonics and enjoy inventing their own mnemonics for irregularly spelled words. Pupils are developing confidence in using dictionaries to look up spellings and meanings of words. In studying poetry, pupils show an awareness of different rhyme schemes and rhythmic patterns and correctly explain how these are used to contribute to the mood and meaning of poems. They identify alliteration in poetry and then use it correctly in their own writing. Pupils in Years 5 and 6 use the drafting process competently to evaluate and improve their work. The majority of pupils use a well formed, joined script in their writing and take care over their presentation.
99. In the analysis of pupils' work and in lessons the range of pupils' writing was limited. Their

descriptive writing did not show the vividness or imagination which would enable pupils to attain the higher levels in writing. Pupils used a modest range of adjectives and general vocabulary. In lessons, they show a developing understanding of grammar. They successfully complete worksheets and grammar exercises, but, as yet, few pupils are able to transfer the skills learned to their independent writing.

100. Standards in reading and writing have shown steady improvement over the past three years but are still below national expectations. The school has successfully implemented the National Literacy Strategy and this is having a beneficial impact on standards. The school has begun to analyse test results in terms of gender, but this has not yet had an impact on progress and, in national tests, girls are currently performing better than boys.
101. The quality of teaching is satisfactory, overall. However, it is better in Key Stage 2 than in Key Stage 1. Teaching in Key Stage 1 is satisfactory in around seven out of ten lessons and occasionally it is good. In about one lesson out of ten it is unsatisfactory. Most teachers have a secure understanding of the structure of the literacy hour and implement it well. In most lessons teachers explain work clearly so that pupils understand what they should do. Lessons are usually well planned and organised using the National Literacy Strategy. In the better lessons, teachers make good use of questions to assess pupils' understanding. Lessons move at a brisk pace and have a clear focus. Teachers make their learning intentions clear to pupils, which helps them to make good progress. In the unsatisfactory lesson, the activities on offer were insufficiently focused on pupils' learning needs and assessment opportunities were neglected. For example, pupils were not sufficiently directed in their activities, simply copying from a card, when developing their writing.
102. There are examples of teachers working very well with teaching assistants, providing very good role models for pupils. Teachers are using specific language in lessons, so that pupils are becoming aware of correct grammatical terms and are beginning to use them correctly. Teachers are developing pupils' reading and writing skills effectively, but, in the majority of lessons, miss opportunities to develop pupils' speaking skills. In the majority of lessons, teachers make satisfactory use of time and resources. They involve teaching assistants well in the lessons. Teachers make assessments of pupils' progress, but, as yet, these are not used systematically to inform further planning.
103. In Key Stage 2, teaching is never less than satisfactory. In three out of ten lessons it is very good and in four out of ten it is good. The majority of good and very good teaching was observed in the upper part of Key Stage 2. Teachers have a secure understanding of the structure of the literacy hour and implement it well. They make good use of specific grammatical language and help pupils to use it appropriately. Their lessons are well planned and organised. Teachers explain the work clearly and make the learning intentions clear to pupils. In many lessons, teachers are enthusiastic and present the work in a lively way, which enthuses pupils and motivates them to do well. In the best lessons, teachers have high expectations of pupils and are competent in teaching basic literacy skills. They conduct lessons at a good pace and make good use of resources. For example, in a lesson designed to improve pupils' skill in finding information quickly in a passage, the teacher made sure that all pupils knew what the focus for learning was and made pupils think deeply by asking challenging questions. Whilst teaching in all lessons observed is satisfactory or better, there are occasions when higher attaining pupils are not given sufficiently challenging work.
104. Pupils' attitudes to their learning are good, they behave well and work hard. They help each other, work well together, share ideas and are happy to make suggestions. The majority are enthusiastic learners who concentrate satisfactorily and are proud of their work. Pupils have very good relationships with their teachers. They enjoy the Literacy Hour, particularly the discussion with adults and other pupils.
105. The school has been successful in implementing the National Literacy Strategy and meets the requirements of the National Curriculum. The majority of staff have benefited from the training provided and are secure in their understanding. The range of learning opportunities in English is satisfactory for most pupils, but, as yet, the school does not have a successful strategy for developing pupils' spoken language. Teaching assistants are well deployed and make an

effective contribution to pupils' learning. Literacy is supported well in other subjects. For example, in mathematics, pupils use reading to develop their problem solving skills and in history they write narratives of past times. The school has good resources and they are used effectively.

106. At the time of the last inspection, attainment in English was judged to be unsatisfactory in both key stages. Pupils with special educational needs were attaining standards consistent with targets set for them and this is still the case. The school has been successful in implementing the National Literacy Strategy and this has had a positive impact on standards, which are steadily improving in reading and writing. The school does not yet give sufficient attention to the development of pupils' speaking skills and this has an adverse effect on standards in reading and writing.

## **MATHEMATICS**

107. Standards are below the national average at the end of both key stages, but pupils' achievement is generally satisfactory. In comparison with similar schools, pupils' attainment is below average at the end of Key Stage 1, but above average by the end of Key Stage 2. In both key stages, there is no significant variation in attainment by gender or ethnicity.
108. The results of the national tests in 1999 show that the proportion of pupils aged seven attaining Level 2 or above and the proportion attaining the higher Level 3 was well below the national average. Teachers' assessments at Level 2 or above show a similar picture of attainment. The difference between the results of the tests and inspectors' judgements is because the introduction of the numeracy strategy is beginning to have a positive impact on pupils' attainment. In addition, the school has begun to use information from assessments to focus on aspects of the subject where pupils' achievement is lower than in others, for example, in problem solving and mental agility. This is having a positive impact on pupils' attainment. Over the last four years, pupils' attainment has slightly declined. However, with the exception of 1999, trends have generally followed the national trends.
109. The results of the national tests for pupils aged 11 in 1999 showed that the proportion of pupils attaining Level 4 or above was below the national average and the proportion attaining the higher Level 5 was well below the national average. Over the last four years, there has been a good improvement in standards. Pupils' attainment is closer to the national average than at any time over the last three years.
110. By the end of Key Stage 1, pupils correctly sequence numbers up to 100, they recognise odd and even numbers and most continue a simple number sequence identifying higher odd and even numbers. Average and higher attaining pupils have a secure understanding of place value to 100. Most pupils correctly add three two digit numbers and understand simple fractions such as one half and one quarter. In the shape and space aspect of the subject, most pupils correctly name common two-dimensional shapes, such as a square, triangle, rectangle and circle. They identify the basic properties of each shape and are beginning to tell the time to the hour and half hour. However, few pupils can name common three-dimensional shapes; their mental agility when solving problems is limited and pupils are not secure in their understanding of simple division.
111. By the end of Key Stage 2, most pupils have a secure understanding of the four rules of number. They know how to multiply whole numbers by 10, 100 and 1000 and understand place value to hundredths of a whole number. Average and higher attaining pupils understand square roots of numbers, plot co-ordinates, all four quadrants and understand the concept of negative numbers when reading temperatures. In the data handling aspect of the subject, pupils record data, using a frequency table and, when studying probability, understand the range of a set of numbers. However, many are unsure of the differences between the mean and mode of a set of numbers and few record their data in line graphs or pie charts. Higher attaining pupils understand rotational symmetry, but a few confuse this with reflective symmetry. As they move through the key stage, pupils develop their mathematical vocabulary satisfactorily. They use their vocabulary correctly when discussing their work or when answering a question in lessons. Pupils' mental agility is improving, but is still below the level expected. However, the recently

introduced numeracy strategy is already helping pupils to increase their strategies when solving problems and pupils are increasingly confident when explaining how they solved a problem. One common weakness is pupils' ability to use and apply their knowledge and understanding of mathematics in every-day situations. The school has identified this as an area for development and teachers make a point of including this element of the subject in the introduction to lessons and in the homework provided for pupils. There are signs that this approach is beginning to have a positive impact on pupils' achievement.

112. Since the last inspection, standards have improved. The school has implemented the numeracy strategy and teachers are becoming increasingly familiar with it. The quality of teaching has improved since the last inspection and is now never less than satisfactory. The school has developed effective systems for monitoring standards and analysing the information gained from tests and assessments. This information has been used to set targets for cohorts to achieve. Arrangements for recording pupils' attainment and progress are thorough and the information is used effectively to support future planning for pupils' next steps in learning. In addition, the headteacher has monitored the quality of teaching and learning and effectively supported teachers in providing suitably graded work for pupils. These developments have combined to raise standards and increase pupils' achievement.
113. The quality of teaching is satisfactory overall. It is better in Key Stage 2 than in Key Stage 1. Overall, over one third of lessons were good or better and, occasionally, teaching was excellent. Teachers have a secure understanding of the subject and use their knowledge to help pupils understand their work well. For example, when pupils have difficulty grasping a new concept, teachers carefully explain the concept again, calling on pupils' existing understanding and helping them to raise their level of attainment. Teachers use homework effectively to enrich pupils' learning. Homework often consists of work designed to consolidate school work. It is provided regularly and most pupils complete it and return it on time. The school has set up a homework club after school which is well attended and allows those pupils who may have difficulty doing their homework at home to complete it and have the support of teachers when necessary.
114. In the most effective teaching, lessons proceed at a brisk pace. This helps to keep pupils' interest and raise the amount of work completed. In addition, very good teaching takes place when teachers use information from their assessments to plan for future lessons and where they recognise common mistakes in pupils' work and quickly address the issue, leaving pupils to continue their work with new understanding. For example, in one very good lesson about rotational symmetry, the teacher used the information gained from a previous lesson to ensure that pupils built rapidly on their prior level of understanding. Where teaching is less effective, teachers spend too long introducing the lesson which reduces the time available for the main part of the lesson which in turn reduces pupils' progress. In addition, although most teachers gather pupils together towards the end of the lesson to share and consolidate learning, insufficient time is sometimes allowed and the benefits of this part of the lesson are lost. In the very best lessons, teachers' enthusiasm for learning is infectious. Pupils sense this and are themselves enthused, joining in the sharing of information and enjoyment of learning.
115. Lessons are generally thoroughly planned and include clear focus for learning. When teachers share these objectives with pupils it helps to focus pupils' attention on what they are to achieve by the end of the lesson. Unfortunately, not all teachers remember to share the objectives with their pupils. Teachers' expectations of what pupils can do are satisfactory. In the best lessons, particularly in Key Stage 2, teachers often have high expectations which they share with pupils. When they set timed targets for the completion of work, it has a positive effect on pupils' learning. In nearly all lessons, teachers use methods and organisation which match the purpose of the lesson. They manage pupils' behaviour well and pupils respond positively to teachers' consistent approach.
116. Teachers generally assess pupils' understanding effectively. They use questions to check pupils' level of attainment and at the same time deepen pupils' understanding of what they are learning. Marking is up-to-date, but there are very few occasions when teachers set targets for pupils to improve the quality of their own work. However, teachers do expect pupils' work to be carefully presented and, in the main, pupils respond well to this expectation.

117. The majority of pupils have good levels of concentration. They settle quickly to their work, support each other in their work as necessary and listen carefully when their classmates share their points of view in lessons. Pupils with special educational needs make satisfactory progress, overall. When they are helped by a member of support staff or an additional teachers, they often make good progress towards achieving their agreed targets.
118. The teaching of the subject meets the requirements of the National Curriculum and the school has effectively implemented the National Numeracy Strategy. The headteacher monitors the coverage of the curriculum effectively. He also monitors and evaluates the quality of the teaching and provides useful feedback to teachers. In addition, the numeracy governor has visited most numeracy sessions and evaluated how effectively the school is implementing the numeracy strategy. Procedures for assessment and the recording of pupils' progress are satisfactory. However, there is a weakness in the management of the subject because, although the subject co-ordinator's role includes the management and renewal of resources, there is no funding allocated from the school's budget to support this role. This makes forward planning difficult and has resulted in the school having resources which are in need of replacement. The school supports numeracy effectively across the curriculum. For example, in science and design and technology pupils use standard measures in their work and, in information technology, pupils develop their key board skills, using various mathematical programs.
119. The school has carefully analysed the results of the end of key stage tests and the tests in Years 3, 4 and 5 and identified areas for development. It also uses the information from assessment effectively to organise pupils in groups for lessons according to their prior level of attainment. However, there is limited monitoring of standards on a regular basis by the co-ordinator to help raise standards further.

## **SCIENCE**

120. Results of teachers' assessment for seven year olds in 1999 showed that 75 per cent of pupils achieved Level 2 or above in science, with 18 per cent of pupils reaching a level above that expected for their age. These results are well below the national average, overall. The findings of the inspection show that pupils' standards of attainment in science by the age of seven are in line with the national average. The variation between the results of the tests and inspectors' judgements is because the school has improved its assessment procedures and uses effectively the information gained from assessments to support teachers' planning for pupils' next steps in learning. These improvements are having a positive effect on standards.
121. The results of national tests for eleven year olds in 1999 showed that 82 per cent of pupils achieved Level 4 or above in science, with 31 per cent of pupils achieving a level above that expected for their age. These results are above the national average, overall. The findings of the inspection show that pupils' standards of attainment in science by the age of eleven are in line with national averages. The differences in attainment can be partly explained by the fact that attainment in Attainment Target 1 - investigative science - was found to be at a level below that of scientific knowledge and understanding. The progress pupils make, including those with special educational needs, is satisfactory, overall, in both key stages.
122. By the end of Key Stage 1, most pupils correctly sort a set of pictures of minibeasts into groups and sets, according to criteria they set themselves. Higher attaining pupils use more complex groupings to sort their pictures. They record the results of their investigation successfully in the form of bar charts and Venn diagrams. Most pupils are able to explain what their diagrams show. By the end of Key Stage 2, most pupils have developed an appropriate level of scientific knowledge. They use scientific terms to describe the major organs of the human body and know and understand how the forces of gravity and friction work. They also know that the earth spins on its own axis and orbits the sun once a year. Their ability to undertake scientific investigations independently, deciding themselves on the best methods of recording and drawing their own conclusions, is less well developed and in need of improvement.

123. Since the last inspection, the school has made good progress, overall, in developing the curriculum and raising standards. Standards of attainment in national tests have risen and the standards observed during the inspection are also higher than when the school was last inspected.
124. The quality of teaching is satisfactory in both key stages. In the best lessons, teachers use their subject knowledge well to plan different work for pupils in different year groups in mixed-age classes, using scientific language to increase the level of challenge for older pupils. This enables pupils to understand the tasks more clearly and motivates them to succeed. They use open-ended tasks which enable pupils to find out for themselves in devising their own quiz about the sun or sorting minibeasts into groups. Good use is made of on-going assessment to evaluate pupils' progress and direct their learning. Resources are well organised and used and the effective management of pupils' behaviour enables pupils to work independently on the tasks they are set. Pupils' progress in investigative science is more limited because there are insufficient opportunities to undertake investigative work in the curriculum. Where there are unsatisfactory features of lessons, such as too much teacher direction, and tasks below the level of which pupils are capable, the quality of pupils' learning is affected and they do not always make sufficient progress within the lesson.
125. Pupils' attitudes to their work are satisfactory in Key Stage 1 and good in Key Stage 2. They behave well and collaborate well when working with a partner, or in small groups. They are keen to offer their ideas and knowledge and to be involved in lessons, when given the opportunity. They enjoy the lessons and sustain their interest and concentration well.
126. The school has recently introduced a new scheme of work which fully meets the requirements of the National Curriculum. However, while planning for the knowledge-based aspects of the curriculum is effective and enhances pupils' progress, that for Attainment Target 1 - experimental and investigative science - is not as well developed. There is very little monitoring of the quality of teaching and learning. Science assessments are carried out periodically, mainly of pupils' scientific knowledge and a new recording system is to be introduced in line with the school's scheme of work. Assessment of investigative science is, however, underdeveloped. Learning resources for science are satisfactory, although the subject leader does not have a budget with which to plan the development of resources to support curriculum development and raise standards, systematically.

## **ART**

127. There was very little direct observation of teaching during the inspection. A small number of lessons were seen in Key Stage 2 but none were seen in Key Stage 1. However, it is clear from the school's documents, pupils' work and talking to staff that pupils' achievement is satisfactory and most, including those with special educational needs, make satisfactory progress, as they move through the school.
128. In Key Stage 1, pupils begin to record what they see either from direct observations of both natural and man-made objects or from memory, as in their visit to Cusworth Hall Museum. They explore colour mixing and are introduced to the colour wheel. As they move into Key Stage 2, pupils develop their skills in observational drawing and painting and are introduced to the techniques of shading and toning, both with pencils and water paints. They become familiar with the colour wheel so that, by the age of eleven, many pupils have a sound understanding of colour mixing from primary, secondary to tertiary colours. This enables them to have a better understanding and appreciation of techniques when studying the work of Impressionist painters such as Cezanne. Much of the work in art is linked with topics in history and, so, pupils begin to look at artefacts and paintings as useful historical sources. By looking at works of art as sources of information about the times in which they were made, older pupils begin to consider the artists' intentions and purpose. For example, in Year 6, pupils use images of Ancient Greek vases as a stimulus for their own clay pots and vases, learning the technique of building and smoothing coils of clay into the desired shape.
129. It is not possible to make a judgement about the quality of teaching in Key Stage 1, as no

lessons were seen. In Key Stage 2, teaching is sound with some good and very good features. In the best lessons, introductions promote interest and build on previous learning. There is good demonstration of skills and techniques before pupils practise them in their own work. Pupils are given clear and precise instructions, so that they know exactly what is expected of them and they receive good feedback about their work enabling them to evaluate and improve it. Skilful links are made with history, so that pupils gain both in knowledge and understanding of art as well as history. A very good example of this was seen in a Year 5 class where the teacher successfully combined art and history to move pupils' learning forward, both in interpreting historical evidence about Tudor times and in understanding of the artist's intentions. A weakness in the teaching of art in some lessons is the over-direction of teaching and the lack of opportunity for pupils to experiment with and choose their own materials and tools.

130. Pupils in Key Stage 2 display good attitudes to learning and behave very well in lessons. They show enjoyment in the activities provided for them and work with sustained concentration, taking pride in their results.
131. The art curriculum is planned satisfactorily to ensure continuity and progression across the school and meets the requirements of the National Curriculum. Art work in classrooms and corridors throughout the school is displayed attractively, in keeping with termly topics and helps to create an interesting and stimulating environment. However, work on display is mostly individual and there is little evidence of collaborative work on a larger scale such as brightly coloured friezes or collages. Not enough use is made of information and communications technology, either, for making or investigating art. The curriculum is effectively enriched through the use of visits to museums and galleries. There are no agreed systems for recording pupils' progress in art.
132. Curriculum coverage is monitored by the subject leader. However, pupils' achievements and progress are not monitored and there are no school procedures for assessing and recording achievements. This was also found to be the case during the last inspection. The subject leader has limited control over budget and resources.

## **DESIGN AND TECHNOLOGY**

133. There were very limited opportunities to observe the subject being taught. However, from looking at examples of pupils' work, school documents and talking to pupils and staff, pupils' achievement is satisfactory and they make satisfactory progress in both key stages. Pupils with special educational needs also make satisfactory progress in attaining their agreed targets. In the small number of lessons seen, pupils' learning was satisfactory.
134. Since the last inspection, the curriculum has been broadened so that pupils have the opportunity to design products before they are made, listing the materials and tools they will need. In Key Stage 1, for example, pupils draw designs for glove puppets and modify the designs before making them. In Years 3 and 4, pupils practise joining techniques. They experiment with card, pipe cleaners and construction equipment to find out which shapes make the most stable structures before designing and making photo frames. Teachers, through effective questioning, help pupils to discover different kinds of support mechanisms and design features, when examining a range of manufactured photo frames. Additionally, pupils successfully learn that products are designed with a user in mind and that different finishing styles appeal to different users. By the age of eleven, pupils are able to design more complicated structures such as bridges.
135. There were very limited opportunities to observe direct teaching of Design and Technology. It is not possible to make a judgement about the quality of teaching, in Key Stage 1, as no lessons were seen. In Key Stage 2, teaching, overall, is sound with some good features. Where teaching is good, pupils are effectively helped to evaluate design features and structures by teachers' careful use of open questions, which challenge pupils' thinking and deepen their understanding. A good example of this was seen in a Year 4 class where pupils were looking at the design and structure of a variety of photograph frames. Other successful teaching in Year 5 makes effective links with other subjects such as history. For example, pupils are successfully helped to consider how their designs for a topic folder about the



“Tudors” should incorporate relevant features or facts about that particular historical period.

136. Pupils’ response to the subject is good. Pupils work hard and concentrate on the tasks given. They co-operate well with others and share tools and equipment safely and sensibly. They behave well in lessons.
137. The curriculum is under review. As part of the curriculum review, the coverage has now been monitored by the subject leader. The subject leader does not have written guidance about her role and has limited control over budget and resources. This limits the school’s effectiveness in raising standards.

## **GEOGRAPHY AND HISTORY**

138. During the inspection, it was possible to observe only two lessons being taught in geography in Key Stage 2. Both of these lessons had a specific focus on the development of geographical skills, in preparation for focused topics in the subject later in the year. For this reason, little evidence of pupils’ overall achievement and progress in the full range of aspects of geography was seen during the inspection. It was not, therefore, possible to make any judgements about pupils’ overall standards of attainment in the subject or the overall quality of teaching throughout the school. It was also not possible to consider fully how geography has developed in the school since the last inspection.
139. In history, most pupils attain the level expected at the age of seven and their achievement is satisfactory. Pupils with special educational needs make satisfactory progress in relation to their prior level of attainment. Pupils develop an increased understanding of how the past differs from the present and are able to compare aspects of life today with life in the past, as, for example, in toys. They develop their knowledge and understanding of past events, such as the stories of Guy Fawkes, the first landing of man on the moon and the evacuation of children in World War 2. Higher attaining pupils can ask questions relating to why things happened in the past.
140. By the end of Key Stage 2, most pupils continue to make satisfactory progress and reach the levels expected for pupils by the age of eleven. They understand that Ancient Greece was a democracy and can describe different characteristics of Greek society. Most pupils are able to put reasons why Henry VIII wanted to dissolve the monasteries in order of priority. Pupils have some ability to examine historical evidence, but their ability to analyse evidence is below expectations. The school has made good progress in developing the history curriculum since the school was last inspected. Standards have improved and are now in line with national expectations for pupils by the ages of both seven and eleven.
141. The quality of teaching in history is satisfactory overall and is often good in Key Stage 1. In the best lessons teachers have good subject knowledge which is well used to increase pupils’ knowledge and understanding of the periods they are studying, and of key terms and language, such as latitude and longitude. Lessons are well organised and structured, and resources are used well, which enable pupils to undertake a good range of activities, and increase their knowledge and understanding of change over time and the similarities and differences between past and present. Questioning is used well to develop pupils’ ideas and to challenge them to develop their understanding of the past. Where there are unsatisfactory features of lessons, such as little planning, this affects the pace at which the lesson moves, and slows pupils’ learning down.
142. Pupils’ attitudes towards both subjects and history in particular are good. They are well behaved and are keen to answer questions and be involved when investigating a Victorian classroom. They listen attentively and show high levels of interest in the tasks they are set. They relate well to their teachers and respond positively to their instructions and interventions. They work well with others in groups, for example, in investigating aspects of life in Ancient Greece and map questions on North America.
143. There are useful schemes of work in place in both history and geography which provide

adequate breadth and balance of different aspects of the subjects and meet National Curriculum requirements. Assessment is built into teachers' plans and managed through the marking of completed tasks. A system for recording pupils' progress in history and geography in line with the school's schemes of work has recently been introduced. The role of the subject leaders in monitoring the quality of teaching in history and geography is less clear. They monitor planning retrospectively, but do not, yet, undertake any formal observation of the quality of teaching and learning in their areas of responsibility. Learning resources are satisfactory, with good use being made of educational visits to enrich pupils' historical and geographical experiences, both within and outside the local area. Subject leaders, however, do not have a budget management role with their curriculum areas and this affects their ability to plan the development of the subject in order to systematically raise standards.

## **INFORMATION TECHNOLOGY**

144. Standards of attainment in information technology are below national expectations at the end of both key stages. This is because there are insufficient numbers of computers to enable pupils to have the necessary opportunities to develop their skills and knowledge of the subject. In addition, many teachers lack confidence in the subject.
145. By the end of Key Stage 1, pupils have a limited knowledge of the keyboard and use of word processing skills such as changing font and size. They write simple text and use the mouse to move objects round the screen and print out their own work. They program a robot to move forwards, backwards and turn. However, they have had little experience of using the computer to handle data, for artwork and decision making programs. Their knowledge and understanding of the benefits of using information technology in the wider world are below expectations and are an area for development.
146. By the end of Key Stage 2, most pupils word process stories effectively and a few change font, colour and size of text successfully. They make effective use of an information program on a CD ROM to support a history topic. However, although pupils have had some access to handling information in data bases and spreadsheet activities in support of mathematics and science, their knowledge and understanding are below expectations. Most pupils have had little experience of using an art program, screen turtle, modelling or monitoring due, in the past, to lack of teachers' knowledge and suitable opportunities. Most have a limited awareness of the use of information technology and control in the wider world such as in supermarkets, banking, industry and in home appliances.
147. The previous report found that pupils did not achieve standards expected and this is still the case. Opportunities for developing information technology skills continue to be limited due to the lack of hardware and teachers' knowledge and expertise.
148. During the inspection, there were few opportunities to observe pupils using computers and no direct teaching was seen. The very recent introduction of the guidance from the Qualifications and Curriculum Authority has provided teachers with clear structure, but it has not yet had time to raise standards. Information technology still does not form an integral part of planned work. Not all teachers' plans clearly show where the computer can be used to support other curriculum areas, how the curriculum is to be delivered or skills to be learnt. From scrutiny of pupils' work, it is evident that some teachers try hard to deliver the curriculum, but are hampered by lack of computers.
149. Pupils' response to using the computer is good. They work well individually, in pairs or in small groups and show respect for each other. They take turns using the equipment carefully, sharing and supporting each other well. Most show good concentration and perseverance, positive attitudes and are well motivated.
150. The curriculum co-ordinator shows good leadership and provides effective support to colleagues. However, there is currently no monitoring of the quality of teaching and learning to raise standards and this is an area for further development. Assessment procedures have yet to be introduced to ensure progression of skills and knowledge.

151. Resources for information and communications technology are unsatisfactory. Computers are old, insufficient in number and unsuitable for the future demands of the subject. The school made a conscious decision to delay asking for funding from the National Grid for Learning but is now reviewing that decision.

## **MUSIC**

152. Only a small number of music lessons took place during the inspection week. The school's planning framework shows that there will be an emphasis on music during the next half term. In both key stages, only singing was observed. This was in large groups, the reception classes together and sessions for Years 1 and 2, Years 3 and 4 and Years 5 and 6.
153. In Key Stage 1, pupils' progress is unsatisfactory. Most pupils do not achieve as much as they should and the level of attainment of most pupils is below that expected for their age. However, pupils in the reception classes sing a range of songs and rhymes. They join in and enjoy singing action and counting songs such as "Five little speckled frogs". In Years 1 and 2, pupils' singing is below the levels expected for pupils of their age. Although pupils practise songs for the end of week assembly, in musical terms these were beyond the competence of the pupils. The range of pitch was too wide for very young voices and the words too complex for their current level of spoken language. This meant that most of the pupils were unable to join in with the tape and the time was not used productively to develop pupils' musical skills.
154. In Key Stage 2, pupils do not achieve as much as they should. This is because insufficient time is allocated to the subject and pupils do not have sufficient opportunities to build on their prior level of skill, knowledge and understanding. However, in Years 3 and 4 pupils successfully practise and improve Victorian music hall songs to link with their history topic. They sing with enthusiasm. They produce a pleasant tone and are reasonably secure in pitch and rhythm. A small group of pupils appeared to lack confidence and did not join in with the singing, although they appeared to be listening well. Pupils use their listening skills to good effect and learn a new song quickly. Year 5 and 6 pupils were working on a song for their Easter assembly. They concentrated well and worked with good effort. Pupils sing with reasonable tone, but their intonation is not always secure. There was no part-singing observed. Pupils respond well to the teacher's hand signals indicating dynamic range.
155. At the time of the last inspection, standards in music were judged to be satisfactory with some deficiencies in teaching and learning in the early part of Key Stage 2. The previous inspection was held in the part of the term when more music was being taught. The report does not comment on specific musical skills, or on the aspects of the programmes of study that were observed. In the past two years, the school has concentrated on the introduction of the national strategies for literacy and numeracy. This means that less time is available for other curriculum areas and music is now taught in less depth. As a result, pupils' musical skills are less well developed.
156. The report commented on the need to develop resources for music and for the production of an assessment policy to aid future planning. These issues have not been addressed. The school is currently awaiting guidance from the Qualifications and Curriculum Authority and the introduction of Curriculum 2000 before reviewing its music policy. Whilst the school provides very good learning opportunities in the extra curricular provision, the resources to support classroom music are unsatisfactory. The range of percussion instruments available is inadequate for a school of this size and some of the instruments are in poor condition.
157. Too few lessons were seen in Key Stage 1 to judge the quality of teaching, overall. However, in Key Stage 2, teaching was satisfactory, overall. In three quarters of the lessons seen across the school, teaching was satisfactory but in the remaining lesson it was poor. In this lesson, there was no direct teaching of music, but merely a rehearsal of songs, without any attempt to help pupils evaluate and improve their performance. Some teachers lack confidence in the subject and do not have the secure subject knowledge to enable them to develop pupils' learning. In the satisfactory lessons, teachers were more confident and helped pupils to

consider and improve their singing. Teachers use correct musical terms appropriately. Although there is more time allocated to music in the second half of the term, the time over the year is insufficient for pupils to develop their musical skills to a standard appropriate for their age. Some aspects of the music curriculum are developmental and need to be practised on a regular basis, such as singing and rhythmic skills. The current curriculum organisation does not support pupils' development in these areas.

158. The school provides a good range of extra curricular activities in music. There is a choir, a recorder group, a group for guitar and flute players and a strings group. These all take place at lunch times. All pupils in Year 3 have the opportunity to play the recorder. Instrumental tuition is offered free to pupils by the local authority's peripatetic music service. Pupils are offered tuition in guitar, violin, cello (if instruments are available) woodwind and brass. All pupils are able to express an interest in learning an instrument and are then selected after aural tests. Instruments are loaned to pupils free of charge. All these activities make a good contribution to the cultural development of those pupils who take part in them. However, the school has limited resources to support the subject in class lessons.

## **PHYSICAL EDUCATION**

159. On the evidence of the inspection, it is clear that pupils, including those with special educational needs, make satisfactory progress and attain standards in line with those expected for the majority of pupils at the ages of both seven and eleven. By the end of Key Stage 1, most pupils plan and perform simple skills safely and can form their own symmetrical shapes. They move in time with the rhythm of music, practising and improving their performance. By the end of Key Stage 2, most pupils practise and improve their skill in creating sequences of movement both on the floor and using apparatus. They perform balances, jumps, rolls, tumbles and swings safely and work well in pairs, reacting positively to suggestions and criticisms from others. In swimming, most pupils swim with satisfactory style and technique and the majority attain the level expected by the time they leave the school.
160. The school has made satisfactory progress in developing the curriculum for physical education since the school was last inspected and has maintained standards of attainment and pupils' rate of progress.
161. The quality of teaching is satisfactory, overall. In the best lessons, there are clear learning objectives, which are shared with pupils so that they are clear about what is expected of them. Lessons are well organised and structured with warm-up and cool-down routines. Time is managed well, so that pupils are given sufficient opportunities to practise skills and develop and improve their performance. There are high expectations of both pupils' behaviour and their performance. Teachers assess and evaluate pupils' performance well in order to help them improve their movement. Very occasionally, teaching is poor, for example, in a lesson in the upper part of Key Stage 1, where the planning was weak and did not cater effectively for pupils' skill development. There were limited opportunities for pupils to engage in physical activity.
162. Pupils' attitudes to physical education are good. They behave well and are keen to learn, sustaining their interest and concentration. They observe safety routines and work well with others in pairs and small groups when given the opportunity to do so.
163. Pupils engage in the three aspects of the subject, gym, dance and games, with swimming being offered to pupils in Year 5. The subject leader has reviewed the policy, but has no formal role in monitoring the curriculum. Nor is there a consistent system of assessing the quality of pupils' work on a regular basis to help raise standards. However, there is some assessment of skills in Year 6. The range of resources available is satisfactory, although the apparatus used for gymnastic activity is ageing and is in need of replacement. The subject leader does not have responsibility for a budget with which to develop the subject and raise standards systematically.

## **RELIGIOUS EDUCATION**

164. Pupils' overall attainment is below the expectations of the locally agreed syllabus at the end of both key stages. From talking to pupils and looking at books, by the age of seven, the majority of pupils have an awareness and understanding of major religious festivals such as Christmas, Easter and Divali. They know that the Bible is a special religious book and churches are special places of worship. Most have an understanding of feelings such as caring, fairness and being thankful. However, they are less clear when talking about values learnt from religion and human experience, such as issues arising from relationships with friends and families.
165. By the age of eleven, pupils show a sound understanding of the importance of the Bible to Christians and holy books to other religions. They know that religions have different customs, holy books such as the Bible and Torah and places of worship such as a church and synagogue. They have a sound understanding of Christianity and an awareness of Judaism, through stories, pictures, and artefacts. They know about some of the major festivals associated with these. They understand that religious stories convey important messages about good and evil. Following a visit made to the local church, pupils learn about Christian symbols and name the parts and furniture of a church, locating these on a plan. Their understanding of things that guide their life and behaviour, the values which lie at the heart of Christianity and the commitment involved in belonging to religious groups, is less well developed.
166. Standards have fallen since the previous inspection where standards and progress were considered good at the end of Key Stage 1 and in line with expectations at the end of Key Stage 2. The school's emphasis on literacy and numeracy has meant less time is now allocated to religious education. Although the curriculum is sufficiently planned, using the locally agreed syllabus, insufficient time and emphasis are spent learning from religion.
167. No lessons were observed at Key Stage 1, as religious education was not on the timetable during the inspection week, so it is not possible to make a judgement on the quality of teaching and learning. In Key Stage 2, the subject does not feature on the timetable during this term in Year 3 and Year 4. From lessons observed in the upper part of the key stage, the quality of teaching is satisfactory. Teachers have sound subject knowledge which is effectively communicated to pupils and increases their understanding. Planning is clear, identifies key words to be learnt and shows different activities to cater for ability groups within the class, enabling them to learn at an appropriate level. Teachers have good interactions with pupils to check their progress and understanding. They make effective use of questioning to encourage pupils to develop their thoughts and express themselves. However, opportunities for pupils to reflect on the significance and purpose of what they have learnt are not fully developed. Pupils with special educational needs make satisfactory progress towards their agreed targets, but other pupils do not achieve as much as they should and their progress is unsatisfactory. This is because the teachers do not always teach aspects of the subject in sufficient depth.
168. The co-ordinator does not effectively manage the subject and there is little monitoring of the quality of teaching and learning to help raise standards. There is insufficient monitoring to ensure that all aspects of the subject are taught in sufficient depth. For example, the element which deals with the importance of a faith to its followers, does not receive enough attention within the curriculum. This has a detrimental effect on the quality of work and standards in the school. In addition, the level of resources is unsatisfactory. There are few books and the Bibles are old and worn.