

INSPECTION REPORT

THORPE PRIMARY SCHOOL

Thorpe, Wakefield

LEA area: Leeds

Unique reference number: 107832

Headteacher: Mrs E Kus

Reporting inspector: Mr D J Halford
12908

Dates of inspection: 24 – 28 January 2000

Inspection number: 190727

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant & Junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Dolphin Lane
Thorpe
Wakefield
West Yorkshire

Postcode: WF3 3DG

Telephone number: 0113 2146317

Fax number:

Appropriate authority: Governing Body

Name of chair of governors: Mrs M Daniels

Date of previous inspection: 3 December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D Halford	Registered inspector	English	What sort of school is it?
		Art	The school's results and pupils' achievements
		Music	How well are pupils taught?
		Areas of Learning for Children Under Five	How well is the school led and managed?
Mrs J Farmer	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mr M Hemmings	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
		Information Technology	
		Design and Technology	
		Physical Education	
Mrs D Davenport	Team inspector	Equal Opportunities	
		Special Educational Needs	
		Mathematics	
		Geography	
		History	
		Religious Education	

The inspection contractor was:

Focus Inspection Services

The Court
8 Bar Meadow
Dobcross,
Saddleworth
Oldham
OL3 5QW

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Thorpe Primary School serves the former pit and railway village of Thorpe, near Wakefield. It is maintained by the Leeds Education Authority. The school serves an area where socio-economic circumstances are below average, but improving. There are 149 pupils on the roll of the school, and 16 part-time pupils in the nursery. There are widely varying numbers of pupils in different year groups, and classes range in size from 19 to 32. Some classes contain pupils from more than one age group. An above average number of pupils – 54 - have special educational needs. All the pupils are white and no one has English as an additional language. When children first start school, initial assessments indicate that many have below average levels of attainment.

HOW GOOD THE SCHOOL IS

The school has more strengths than weaknesses. Inspection evidence indicates that the pupils' standards of attainment in literacy and numeracy are generally in line with national expectations. Disappointing results for 11-year old pupils in 1999 appear to have been limited to that particular year. The quality of teaching is at least satisfactory in almost all the lessons seen. Only a very small amount of unsatisfactory teaching was seen throughout the whole inspection. In over half the lessons teaching is good or very good. In three classes teaching was never less than good. The school's leadership and management show good features. Good levels of attention are given to seeking to improve the school's results. The school provides good value for money.

What the school does well

- There are many examples of good teaching in this school, especially in Years 1 and 3. The basic skills of literacy and numeracy are taught well.
- The school promotes very good standards of behaviour and very positive pupil attitudes.
- Pupils are taught to know the difference between right and wrong and they are encouraged to think about the effect of their actions on others.
- The school provides a good standard of care for all pupils, and many show obvious pleasure in attending.

What could be improved

- The pupils' standards of work in information and communication technology are unsatisfactory. This is partly due the school having inadequate resources to teach the subject effectively, some teachers lacking expertise and confidence, and many pupils having insufficient opportunities to improve their understanding and skills in the subject.
- The school makes insufficient use of the good assessment information available to it to place pupils accurately at appropriate levels in the National Curriculum.
- Higher attaining pupils are not always offered appropriately challenging tasks in their work.
- Some teachers' short term plans do not consistently maintain a sharp focus on what pupils are expected to learn in their lessons.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1996. The school has made satisfactory progress since the last inspection. Schemes of work are now in place where they were not, and some recently developed schemes, for example in science, information technology, music and physical education are of good quality. There is also good documentation for children aged under 5. An effective assessment policy has been produced, although it is not yet having sufficient effect to relate pupils' achievements closely

enough to appropriate National Curriculum levels. The school is actively seeking to improve attainment in English and mathematics and the monitoring of work in classrooms is now established practice. Overall, pupils' attainment in information technology is still below average, although it is used more consistently in Key Stage 1 than in Key Stage 2.

STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	D	E	E	well above average A above average B average C below average D well below average E
mathematics	B	A	E	E	
science	A	A	E	E	

These test results for 11 year olds show some fluctuations over time, and were particularly disappointing in 1999. Overall improvement was made in mathematics between 1997 and 1998, and attainment in science remained at an above average level. Attainment in English showed a significant decline from average to below average. However, the poor results, in all three subjects, in 1999 are due to a combination of circumstances. A small year group, a high percentage of pupils on the special needs register together with the illness of their class teacher and subsequent disturbances to the pupils' teaching patterns leading up to and during the tests all contribute to this poor performance. The school currently has appropriate targets in place and is actively seeking to improve these levels of attainment. Inspection evidence indicates that the overall level of attainment of pupils due to take the tests in May 2000 is broadly in line with national expectations in all three subjects.

A similar picture emerges at the end of Key Stage 1, where seven-year-old pupils attain test results that are consistently below the national expectation for their age. Standards of work currently available indicate that pupils' attainment is nearer to the nationally expected levels than the test results would indicate, and work in Year 3 currently shows that substantial progress has been made.

Standards of work in information and communications technology are currently below the levels expected nationally. However, standards in religious education and all other subjects are in line with national expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' attitudes to school are very good. They show a positive interest in their work and many enjoy being in school.
Behaviour, in and out of classrooms	Pupils' behaviour is consistently very good. The school has good systems to prevent bullying, and no oppressive behaviour was seen during the inspection.
Personal development and relationships	The pupils' personal development is good. They show respect for each other and take responsibility when offered the opportunity to do so. Relationships between pupils are very good.
Attendance	Attendance is good and is improving. The school has worked hard in this area.

This is an area where the school is strong. It has many strengths and no major weaknesses in promoting positive attitudes and values for the pupils.

TEACHING AND LEARNING

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

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.

In English, the quality of teaching is good overall. In mathematics the quality of teaching is satisfactory for pupils aged 5 to 7 years, and good for pupils aged 7 – 11 years. Overall, the skills of literacy and numeracy are taught well through the school. Very little unsatisfactory teaching was seen throughout the inspection.

For pupils aged up to 5, the quality of teaching has no unsatisfactory features. The teacher is confident in her knowledge of the needs of young children; aspects of planning and the effective management of pupils are good features of this teaching.

In Year 1 and Year 3, teaching is consistently good, and sometimes very good. In Class 4 (with pupils from Years 4 and 5) teaching is rarely less than good. Pupils are managed well and classrooms are organised effectively. This consistently good and sometimes very good teaching promotes effective learning on behalf of the pupils. In Year 2 and in Class 5 (with pupils from Years 4, 5 and 6) teaching is consistently satisfactory, and sometimes good. The careful selection of appropriate vocabulary is a predominantly good feature of teaching for the older pupils. However, in both these classes the teaching sometimes lacks the pace and drive of those classes where teaching consistently reaches the higher levels.

There are very few weaknesses in the teaching where 98% of the lessons are at least satisfactory, and in over half the lessons, teaching is at least good. Good quality assessment information is not always put to the most effective use to ensure that pupils are correctly placed on appropriate National Curriculum levels, and some teachers' daily plans do not pay consistent and sufficient attention to what pupils are actually going to learn in particular lessons. Partly due to these weaknesses, the higher attaining pupils are not always sufficiently challenged by the work that is set for them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is satisfactory throughout the school and supported by an appropriate range of extra-curricular activities. The curriculum is broad, with an appropriate emphasis on the development of pupils' basic skills. However, aspects of the information and communications technology curriculum are under-developed at the present time.
Provision for pupils with special educational needs	Satisfactory. Pupils requiring support are identified at an early stage and appropriate individual education plans are in place for them. Their progress is carefully monitored. Support of a particularly high quality is offered in Class 1, and pupils in Class 5 receive good quality support, which enables them to be integrated well in to the activities of the class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school makes appropriate provision for the spiritual development of the pupils; it makes good provision for their social development. It makes very good provision for their moral development and promotes the pupils' own culture well, through a wide range of enrichment activities. Pupils gain insufficient knowledge, however, of the multi-cultural nature of society.
How well the school cares for its pupils	The school takes good care of its pupils, but makes inconsistent use of the good quality assessment information it gathers to accurately guide pupils' learning.

The school has developed appropriate links with parents. Parents are generally very positive about the work of the school and very supportive of the work it does. They are generally satisfied with the information, which they receive from the school, and some parents have a positive involvement with the work of the school on a regular basis. Some parents were seen to give good support in classes, with baking and in Class 4. A recent Curriculum evening only generated a low attendance of interested parents, and few parents attend meetings when pupils' individual plans are considered for special needs reviews.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has the confidence of the staff, parents and the governing body. She is providing the school with good and clear educational direction. The school's aims and values are effectively reflected in many aspects of its work, although it does not consistently challenge its higher attaining pupils. Planning, teaching and pupils' results are appropriately monitored as the school seeks further improvement.
How well the governors fulfil their responsibilities	The governing body take an active interest in the school, know the extent of their responsibilities and fulfil all their statutory duties. They have a satisfactory understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	The school is collecting good quality information about the performance of its pupils, and appropriate targets for improvement are set. The school shows good priorities for development.
The strategic use of resources	The school makes satisfactory use of its resources. A deficit budget has been turned into a moderate under spend in a relatively short period of time. During this time substantial refurbishment has been undertaken on the school library. Much of the school's computer hardware is old and in need of up-grading if the pupils' skills in information technology are to be suitably developed.

The school has adequate levels of teaching and support staff. The accommodation is old and is a considerable drain on scarce resources. The hall is small and barely adequate for lessons in PE. Learning resources are satisfactory overall. Good use has been made of the money available to enhance the provision for English.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Many parents have confidence in the school and feel that standards are improving, especially in reading and handwriting. They know about the Literacy and Numeracy strategies. • Parents believe that pupils' behaviour is very good. • Parents feel welcome in school. • Parents felt that reports accurately reflected their children. 	<ul style="list-style-type: none"> • Some parents did not like the absence of an afternoon break for the older pupils. • Some parents felt that the strategies for eliminating bad behaviour were sometimes used inappropriately. • Some parents felt that homework was given out at weekends, and it would be better spread over the week.

- | | |
|---|--|
| <ul style="list-style-type: none">• Many parents felt that their children made good progress in their work. | |
|---|--|

The inspection team feel that parents are right to have confidence that standards within the school are improving. Pupils generally make appropriate progress with their reading. There is evidence of pupils' sustained levels of work on the secretarial skills of writing, but currently limited evidence of pupils' opportunities to write creatively or in extended forms. The inspection team fully agree that pupils' behaviour is very good. It is a strength of the school. Some parents were seen to be made welcomed in school and contributed positively to lessons. Reports are satisfactory in their content.

The absence of an afternoon break did not appear to have a negative effect upon the older pupils. It is not uncommon for older pupils to work through the afternoon session without a break. No inappropriate sanctions were observed during the inspection – but then there was little evidence of unsatisfactory behaviour. Some homework diaries were seen to be collected during the week, showing that homework was issued on weekdays as well as at weekends.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 The school's test results for eleven-year-olds, in 1999, in the three core subjects of English, mathematics and science, are well below average, when compared to all schools, and also in comparison to similar schools. These are disappointing, but are the result of a combination of circumstances. The number of pupils in the year group was very small, but contained an unusually high percentage of pupils on the special educational needs register. The Year 6 class teacher was taken ill and the group had, as a consequence, been subject to significant disturbances to their teaching patterns in the period leading up to the tests. All these factors contribute to the poor overall performance. Within this group many pupils made good progress, but not sufficient to gain satisfactory test scores. However, when compared to their performance as 7-year-olds in 1995, in relation to pupils in similar schools, they had made good progress in English and satisfactory progress in mathematics. Teachers' assessments are generally close to the actual achievement of the pupils in English and mathematics, but significantly overestimated in science. It is noticeable that in all three subjects few pupils are assessed at gaining the higher levels of attainment. However, almost three times as many pupils gained a higher level in English than were expected to do so. This indicates an unsatisfactory grasp of assessment on the part of the teachers involved, and some low expectation of the higher attaining pupils.
- 2 Over time, with the exception of 1999, the trend has been one of improvement, in mathematics between 1997 and 1998 where attainment had been above average, and in science, where attainment had been well above average. Levels of attainment in English, however, have steadily declined. Also, over time, the performance of girls is usually better than boys. Over the course of the inspection, in lesson observations and in the scrutiny of work undertaken by the pupils, levels of attainment are consistently in line with that expected for their age. However, in most subjects pupils of differing abilities all cover the same work, and this leads to inappropriate challenge in the work for some pupils, notably those who are capable of attaining high levels of attainment.
- 3 The school has realistic and appropriately challenging targets for the current year for its 11-year-old pupils, but again the number of pupils in the year group is small which makes accurate forecasting difficult.
- 4 Test results for seven-year olds, in 1999, in reading, writing and mathematics, were also well below average. In reading, this was substantially because a higher than average number of pupils failed to meet the expected levels of attainment, but in writing and mathematics an appropriate number of pupils gained the expected levels of attainment, but very few moved on to higher levels. Teacher assessments of pupils' performance were quite close in reading to the actual results, which pupils attained in gaining the appropriate level for their age. However, in both writing and in mathematics, teacher assessments greatly under-estimated the number of pupils gaining the expected levels. No pupils were expected to gain above average levels in the tests in either aspect of English, and very few were expected to gain an above average level in mathematics. In the event, a significant number gained a high level in reading and a small number gained an above average level in mathematics.
- 5 Children in the foundation stage of education start with below average levels of attainment, but achieve much in the Nursery and Reception years, so that by the time pupils enter Year 1 they

are showing levels of attainment that are close to what is expected for their age and making good progress. Pupils with special educational needs are generally well supported and they too make appropriate overall progress, often demonstrating satisfactory levels of achievement. Whilst gifted and talented pupils are challenged appropriately in their Early Years, this is not consistently maintained through the rest of the school, particularly at the end of each key stage, and their levels of achievement are seen to decline. This situation is reflected in the pupils' work and in the test results, which show low numbers of pupils attaining the higher levels in the tests.

- 6 Pupils make good progress in Class 3 and Class 4, where good quality teaching is a consistent feature of the provision. Pupils make good predictions, in Class 3, when assessing the distance travelled by a programmed toy, following a complex path across the hall, and work centred upon the story of the Ice Palace in Class 4, produces work of a high standard, in many subjects, from pupils with a wide range of abilities.
- 7 The Literacy and Numeracy strategies are both appropriately established throughout the school and pupils' standards of work are generally appropriate for their age. There are examples of pupils using their developing skills in a wide range of subjects. Numeracy skills in science, for example, and literacy skills in music are two areas where developments can clearly be seen
- 8 Pupils' levels of attainment are below average in Information and Communication Technology, partly because much of the equipment available for them is old and limited appropriate software is available, but also because relatively few opportunities are there for them to use their developing skills. Pupils in key stage 1 had more opportunities to use their ICT than in key stage 2. In all other subjects, standards of attainment are generally in line with national expectations.

Pupils' attitudes, values and personal development

- 9 The vast majority of pupils have a very good attitude to their work, which has a positive impact on their learning. Pupils are keen to attend school; they appear happy, confident and take a pride in their school, their achievements and work. They get involved in a wide range of activities. The school places great emphasis on pupils' self-discipline. As pupils progress through the school it is evident that most pupils who respond well to the high expectations of behaviour understand this placed on them by staff.
- 10 Behaviour is very good. Both in classrooms and in and around the school, behaviour is rarely less than satisfactory and more often than not is very good. The majority of pupils know how to behave and know what is expected of them. They are clear about the system of rewards and sanctions, and are involved in drawing up the class rules. When given opportunities to work in groups and pairs pupils do so constructively and co-operatively. Many pupils show an obvious enjoyment in their learning and are reluctant to stop when they have to. A good example was seen in a Class 4/5 design technology lesson when pupils started to construct models of an Ice Castle from their own design. Pupils play well together, with both juniors and infants making good use of the large play area. No one group dominates the play and there are many examples of mixed gender groups and mixed aged groups playing well together. Pupils are able to work and play with the absence of oppressive behaviour. Pupils are very aware of and respect the anti-bullying procedures. Although no one in the school is complacent about harassment, the poster on the wall declaring that 'You are entering a bully-free school' states everyone's sincere intention. Parents also recognise and value the good behaviour within the school.

- 11 Personal development is good. Pupils are involved in the daily routines of the school, they notice what needs to be done and get on and do it willingly. For example, pupils are seen helping in the dining hall assisting with clearing up after lunch; they take registers to the office and monitor the flow of pupils in and out of the building during the breaks. There are many examples of pupils helping each other. A pupil was commended in assembly because he not only took two pupils with minor injuries inside the school but then alerted staff and helped comfort his fellow pupils until staff took over. Older pupils help younger ones at the family dining tables at lunch times. There is a reading buddy scheme where year 6 pupils help develop the reading skills of year 3 pupils. Pupils become more confident as they get older and, when given the opportunity, take more responsibility for organising their own work. Particularly good examples of this can be seen in the literacy hour when pupils work with out the direct intervention of the teacher. Unfortunately younger pupils are not given as many opportunities to plan and organise their own work but do so well when they do get the chance.
- 12 Relationships are very good. Most pupils have a clear understanding of what impact their behaviour has on others. They show respect for feelings, values and beliefs. This is well demonstrated by the way pupils listen to each other in lessons, show appropriate appreciation for each other's efforts and are willing to share resources and materials. Even the youngest children know the value of taking turns and sharing things sensibly.
- 13 Attendance is satisfactory and is broadly in line with the national average and the rate of unauthorised absence is declining. Although the overall attendance rate is slightly down on that at the previous inspection the authorised absence rate has improved. There are occasions when pupils are late but punctuality overall has also improved.

HOW WELL ARE PUPILS TAUGHT?

- 14 The quality of teaching is a strong feature in this school. It is good, or better in over half the lessons seen, and it is satisfactory in almost all the rest. Virtually no unsatisfactory teaching was observed during the inspection. This high percentage of good or better teaching actively promotes good achievement on behalf of the pupils.
- 15 The skills of literacy and numeracy are taught well throughout the school, teachers have a good level of confidence in their own expertise and subject knowledge, and pupils are managed well in their lessons. Where the quality of teaching was at its best, for example in English in Class 4, Class 3 and Class 1, the planning and structure to the lessons was a great strength. Pupils were clear in what was expected of them and the lessons proceeded at pace. Pupils were fully engaged on their tasks, and particularly in Class 4, were enthusiastic about the work they were undertaking. Similar good quality planning was seen in the Early Years.
- 16 Pupils with special educational needs are well supported in their learning and make consistently satisfactory progress. Good support was offered to pupils in Class 5, enabling them to participate fully in their lessons, with confidence to join in answering questions and to confidently make suggestions. Particularly good support, often of outstanding quality, was offered to a pupil with significant disabilities in Class 1, who was enabled to join fully in all lessons, including music and physical education – where she was confident and able to demonstrate her skills to other pupils.
- 17 There are very few weaknesses in the teaching in this school. There are, however, some inconsistencies in some teachers short term plans, where insufficient attention is given to what pupils are actually going to learn in particular lessons. This leads to some pupils, often the

higher attaining pupils, not being suitably challenged by the tasks set for them, for example in aspects of science for the older pupils, and in some dictation exercises for seven-year-olds. There is also some evidence that good quality assessment information is not always used as effectively as it might be to accurately place pupils on the correct levels of the National Curriculum. On many occasions this leads to pupils being assessed at lower levels on the National Curriculum than they should be, and whilst tasks set may offer pupils confidence because they can meet the tasks easily, they lead to pupils not being consistently and sufficiently challenged by their work. This has a negative effect on pupils' learning, particularly for those pupils who are capable in of higher achievement and attainment. Few pupils, for example, are assessed at an above average level in writing or mathematics at the end of Key Stage 1, or in any of the core subjects at the end of Key Stage 2. However, at the end of both key stages a significant number of pupils gain above average levels in the English tests.

- 18 Insufficient teaching of some subjects, including information technology, was seen to make a secure judgement on the teaching quality, but in each of the subjects where sufficient lessons were seen to make a judgement, the quality of teaching was at least satisfactory, and often good. Discussions with staff reveal that a few are insecure in teaching the skills of information technology.
- 19 This consistent pattern of satisfactory or better teaching has a positive impact on the quality of the pupils' learning throughout the school. Across the whole school, from the Early Years Unit through to the classes containing older pupils, good levels of understanding are shown. Where teaching is good and the pace of lessons is consistently maintained, as in Class 1 and Class 4, pupils produce work of good quality, and clearly show enjoyment in their learning. They use their knowledge well, for example, in a literacy lesson in Class 1, when many pupils make good suggestions for specific characteristics which clearly identify a particular pupil, and again, in literacy in Class 4, when groups of pupils work independently to produce a report in the form of a news broadcast, in relation to their work on the Ice Palace.
- 20 Pupils with special educational needs, and who find it difficult to learn, make satisfactory overall progress in their learning. They are well supported, especially in Class 5, where unobtrusive support enables pupils to take a full and active part in a wide range of lessons. Also, in Class 1 where a particular pupils is given outstanding support in a music lesson for the whole key stage, and in physical education, where she can demonstrate her skills confidently to her peers. Particularly talented or gifted pupils would benefit positively from tasks, which challenged them consistently.

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

- 21 The curriculum that the school provides for the children aged under five is satisfactory, being broad, balanced and relevant for all the children. It covers all the areas of learning and experience that are expected for this age group and provides a secure foundation for the future demands of the National Curriculum. There is suitable emphasis placed on the teaching of literacy and numeracy and also on the children's personal and social development. The children are enabled to make good progress in their academic skills and to develop increased confidence as they settle into the school routines.
- 22 The curriculum that the school provides for pupils in Key Stages 1 and 2 is satisfactory, being broad and balanced apart from some aspects of information and communication technology that are not covered comprehensively. The school is implementing the National Literacy and Numeracy Strategies in a satisfactory way that is beginning to raise pupils' attainment and

accelerate their progress in English and mathematics. There has been suitable additional time devoted to literacy and numeracy. This has meant less time available for other subjects. However, the school has worked hard and successfully in maintaining pupils' access to most areas of the curriculum and there is suitable coverage of most programmes of study, apart from information and communication technology. The school meets the statutory requirements to teach religious education and successfully meets the demands of the Locally Agreed Syllabus. All other statutory requirements are met in full. The school effectively supports the pupils' physical and personal and social development. There is suitable provision for sex education, taught in a sensitive and supportive manner that emphasises family values within a caring school community. The previous report indicated that school was not teaching pupils, in an organised way, a suitable awareness of the misuse of drugs. There has been a suitable improvement in this provision and pupils are now offered satisfactory guidance. The opportunities for learning in health education are satisfactory and are mainly catered for through planned opportunities in the science curriculum.

- 23 The school is successful in ensuring that most pupils have equality of access to the curriculum. There is satisfactory provision for pupils with special educational needs, with suitable procedures in place for the identification and assessment of these pupils. All pupils with special educational needs have access to the full curriculum. The code of practice is fully implemented. There is excellent support for a pupil with physical disability that enables her to take a full part in the curricular opportunities offered by the school. However, the work given to higher attaining pupils often does not effectively match their ability and as a result they are not able to make satisfactory progress in their learning, and they therefore fail to achieve in line with their full potential.
- 24 The school offers only a limited programme of extra-curricular activities that at the time of the inspection consisted of recorders and a 'Fitness for Fun' club. The school gives pupils opportunity to take part in a wide variety of educational visits that enrich the curriculum by providing further significant learning experiences for pupils. These include visits to 'Eden Camp' to further their historical studies, the 'Canal Gardens' in Leeds as part of their work on minibeasts in science and to hear the Leeds Symphony Orchestra as part of their musical studies. Pupils are also able to take part in a residential visit to 'Lineham Farm' to develop a range of physical, personal and social skills.
- 25 The school has made links with the community that makes an effective contribution to pupils' learning. There are links with Lofthouse Church that has a positive effect on pupils' spiritual development. These good links enhance the quality of the act of collective worship in the school. There has been involvement with the Thorpe Dinosaur Park and in planting bulbs in the area as part of the pupils' work with the Ground Work Trust. A local artist comes into school to help develop the pupils' skills in painting using watercolours. There are also effective links with Rodillian High School that ensures that pupils are well prepared for the next stage of their education.
- 26 Provision for the spiritual development of the pupils is satisfactory. Although the school does not have a policy for spiritual, moral, social and cultural development, these aspects are planned into the curriculum. Daily acts of collective worship make a positive contribution to spiritual awareness, reinforce the values and aims of the school and include time for prayer and personal reflection. Religious education also makes a very valuable contribution to spiritual development. Pupils are provided with opportunities to consider personal values, and to study human achievement such as that of Grace Darling or Helen Keller. Spiritual development is further promoted through literature, art and music with teachers receiving and valuing pupils' ideas across the curriculum.

- 27 Provision for the pupils' moral development is very good. Staff consistently teach the principles of moral behaviour and from an early age pupils have a clear understanding of the difference between right and wrong. Moral themes are promoted in assemblies through stories such as the Good Samaritan where pupils are encouraged to think about the deeper meaning of the story and how it relates to their own lives.
- 28 Provision for the social development of the pupils is satisfactory. Older pupils are given the opportunity for a residential experience, many of the trips out of school boost pupils self-esteem by giving them more experience and therefore more confidence in adjusting to different situations. Pupils collect for charity, entertain others and are involved in drawing up class rules. A minority of the older pupils get the opportunity to become house captains and vice-captains and some devise maths sheets for other pupils. Older pupils respond well to the opportunities they are given to organise and initiate their own learning but there are too few opportunities for the younger pupils to develop and build on these skills.
- 29 Provision for the pupils' cultural development is satisfactory, overall. Provision for developing an understanding of pupils' own cultural traditions is very good. The school plans many well-organised and appropriate visits and visitors that enrich many aspects of pupils' cultural development. For example, pupils visit places of historic interest, art galleries, a butterfly house, the theatre and have attended a concert by the Leeds Symphony Orchestra. Visitors have included a 'Romans' living history experience, artists, musicians and theatre groups. Provision is not so good for developing pupils' knowledge and understanding of other cultures. Although some of the world faiths are studied in religious education and occasionally the school celebrates a festival of a different faith such as Diwali or Chinese New year in assemblies, pupils are not taken out to visit other places of worship; there is lack of artefacts or display relating to other faiths, and visitors representing other cultures rarely visit the school. Books and literature used by the school have been audited for positive images and several books representing other cultures such as Handa's Surprise, are used regularly in the school. Occasionally music from other cultures is used in assemblies. However, pupils are not being prepared sufficiently to understand and recognise the diverse nature of society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 30 Procedures for child protection and ensuring pupils' welfare are good. Three members of staff have received the appropriate training in child protection procedures and are known by other agencies as the designated person for the school. They attend case conferences as and when necessary and ensure all staff are aware of current practices and procedures. Proformas are used by staff to record any incidences of concern. Effective procedures for accidents and emergencies, emergency evacuations from the building and risk assessment are all well established in the school. The school has yet to embrace procedures for the Care & Restraint legislation. The school encourages pupils to adopt a safe and healthy life style. For example they discourage pupils from eating sweets in school and 'Fitness for Fun' is one of the after-school activities offered to pupils. Professional football and rugby coaches have worked with pupils and a satisfactory range of visitors, such as a dental hygienist, school nurse, police and fire service representatives are invited in to school to support pupils' health and welfare, as part of the school's PSHE programme.
- 31 Pupils with special educational needs are well cared for enabling them to participate in all activities. A particular example noted during the inspection was when a disabled pupil was given excellent support to participate fully in singing and physical education lessons. The

support maximised the pupil's participation without it being obtrusive or obvious. It could not have been bettered.

- 32 Procedures for monitoring and improving attendance are good. The school works closely with pupils, parents and the Educational Welfare service to encourage pupils to attend regularly and on time. Another factor that encourages good attendance are the interesting lessons and stimulating environment provided by the school. The school uses a punctuality pack that enables them to record and closely monitor attendance and punctuality.
- 33 Procedures for monitoring and promoting behaviour are very good. The well documented and published system of sanctions and rewards is consistently promoted, understood and accepted by everyone throughout the school. One sanction however, that of making a pupil miss their playtime and have to sit on the floor facing the wall in the main hall could be improved by allowing the pupil to use the time more constructively.
- 34 Procedures for eliminating oppressive behaviour are very good. The school operates a very visible and well-documented procedure for dealing with bullying. It is made apparent to everyone in the school that bullying is taken seriously and is not acceptable. A questionnaire on the subject was sent to parents, an anti-bullying focus week is run each year, theatre groups work with pupils to give them strategies for protecting themselves and the confidence to be able to tell an adult and a poster, as you enter the school, announces that you are entering a bully free zone.
- 35 There are good systems for assessing and recording individual pupils' attainment and the progress that they make as they pass through the school. This shows significant improvement since the last inspection. However the school is less successful in using what is learned from assessment and testing to determine the next stage of pupils' learning. As a result some teachers do not use assessment information effectively in planning future work. In this area the school is not effectively monitoring pupils' personal development. The school is beginning to use its analysis of end of key stage tests to set manageable targets for improvement in English, mathematics and science for groups and individual pupils. Here, therefore, it is becoming more effective seeking to raise its pupils' achievements. Assessment information for pupils with special educational needs is used in a satisfactory way to plan future work. Baseline assessment is in place and the information from these assessments is also used appropriately to plan subsequent learning experiences. The school does not yet have collections of pupils' work to serve as exemplars of the required standards in the core subjects. As a result there are inconsistencies between classes of the standards expected by teachers of pupils, especially the higher attainers. The school does not have suitable systems in place to monitor the achievements of different groups of pupils and as a result is not effective in meeting the needs of the higher attaining pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 36 Parents expressed a good level of satisfaction with the school, its aims and ethos. However, a minority of parents expressed the view that they would like more information on how the school puts pupils into mixed aged classes. Some parents thought that there are occasions when the school is over strict, for example if one child mis-behaves then the whole class suffers. During the inspection, pupils' behaviour was very good, and the inspectors gained no evidence of a whole class suffering sanctions collectively. Some parents also expressed concern over the state of the playground, an issue shared by the school and the inspection team. The school has developed and maintains satisfactory links with parents. Only a few parents help out in classes

but those who do provide good quality support. For example a parent regularly helps with baking and was seen helping Class 4/5 pupils in a design technology lesson. Some parents accompany school trips; they attend assemblies, are effective fundraisers and most support their child with homework projects. Where parents are not so supportive of the school is for the curriculum evenings. For example only three parents attended the literacy/reading evening, only one parent attended a drug awareness evening and twenty five percent of parents failed to sign and return the home/school agreements. The school continually strives to involve more parents in the life of the school and in supporting their child's education.

- 37 Information to parents is satisfactory. Letters to parents are frequent, informative and friendly in tone. Curriculum and topic information is posted on the parents' notice board as well as being included in letters. Staff willingly talk to parents on an informal basis at mutually suitable times and there are two parent/teacher evenings each year, which approximately 50 percent of parents attend. The school makes efforts to contact those parents who don't attend and to give them other appointments to speak to staff.
- 38 The quality of information for parents about their child's attainment and progress is satisfactory. Pupils' annual reports have improved since the last inspection. It is clear that staff know pupils well, they identify strengths and weaknesses and give areas for development. The reports do not give parents or pupils an opportunity to comment nor does it invite parents to discuss the report further. Information to parents of pupils with special educational needs is satisfactory and statutory requirements for the review of statements of special educational need are fully met. However, parents of some pupils with special educational needs rarely show interest in becoming involved in reviewing the pupils' individual educational plans.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 39 The headteacher has the confidence of the staff, parents and governing body of the school. She is providing the school with good and clear educational direction. Planning, teaching and pupils' results are appropriately monitored as the school seeks further improvement. Some key members of staff are actively involved in this monitoring process, but not all senior staff are fully involved. Effective leadership has led to the development of good quality medium term plans, which are produced to a consistent format, and where schemes of work were not in place at the time of the last inspection, they have now been produced, and some documents, for example, for music and for assessment, are of good quality. The headteacher and some senior staff monitor teaching regularly. This monitoring is currently limited to observations of lessons in Numeracy and Literacy, and not all the coordinators of these subjects are fully involved in this activity. There has been an overall improvement in the quality of teaching since the last inspection, but the monitoring of teaching has not yet effectively highlighted the lack of challenge to higher attaining pupils, or the inappropriate assessment of pupils and inaccurate levels on which they are placed. Not all subject coordinators are as involved as they might be in gaining a secure overall knowledge of the way their subject is being delivered.
- 40 The governing body takes an active interest in the school, know the extent of their responsibilities and fulfil all their statutory duties in an effective manner. They are actively and purposefully involved in shaping the direction of the school, and know that it is improving. They have a satisfactory understanding of the strengths and weaknesses of the school. They know, for example, that results have been disappointing in 1999, but know the reasons for this. They know that realistic targets for improvement have been set. Good development planning procedures are in place, and the principles of best value are appropriately applied. Partly as a result of this, the school has turned a deficit budget into a moderate under spend in a relatively

short period of time, whilst refurbishing the school's library. The teaching of information and communications technology, however, is limited by elderly equipment, and whilst it is a priority in the school's development planning, urgent action is required. Again, the governing body are aware of this weakness.

- 41 The aims of the school are reflected well in most of its work. It actively seeks to provide a caring and settled community where all pupils are valued and will work to the best of their ability. The school is substantially successful in this regard, although higher attaining pupils are not reaching their full potential. The school aims do not specifically document a desire to achieve the highest possible standards in the work pupils undertake.
- 42 The school's finances are managed effectively. The school development plan is a useful document for school improvement. It contains realistic priorities for improvement, set over time and appropriately costed. The school budget is appropriately monitored and secure systems are in place for financial control. Overall school finances are limited, but prudently managed. Given the below average levels of attainment on entry to school by many of the pupils, and the appropriate levels of attainment many pupils can demonstrate by the age of eleven, together with the overall effectiveness of the school, it provides good value for money.
- 43 The school has adequate levels of teaching and support staff. Teachers new to the school are effectively introduced to the procedures and feel that they are well supported. Classroom assistants work well alongside teachers in the classroom. They provide good levels of support to the pupils, and, particularly those working alongside pupils with special educational needs, who frequently provide very good quality support. Mid day supervisors are appropriately trained and know that they have a central place in the school's effective systems for encouraging good behaviour from the pupils. They know that they are valued in the school and contribute positively towards good lunchtime arrangements, which are managed effectively. The school buildings are old but are maintained to a high order of cleanliness by the caretaker. They are a considerable drain on the school's resources. The hall is small in area, and barely adequate for the effective delivery of aspects of the physical education curriculum. Learning resources are satisfactory, overall. Although the resources for English are also satisfactory, the school is building up good literacy materials. There are, however, shortcomings in the provision for information and communications technology.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 44 The school has more strengths than weaknesses. Pupils standards of attainment are generally in line with national expectations for their age, the quality of teaching is satisfactory and better in a high proportion of lessons and the leadership and management of the school shows good features. However, in order to improve further, the headteacher staff and governors should:-
- (1) Raise pupils' standards of attainment in information and communication technology, by
- improving the resource provision in school
 - providing training to improve the subject knowledge, and expertise of some members of staff
 - ensuring that pupils have more opportunities to improve their knowledge, understanding and skills across all aspects of the subject.

(Paragraphs 6,18,22,43,85,101,110-116)

- (2) Improve the use of good quality assessment information, by ensuring that assessments are firmly rooted in National Curriculum levels.

(Paragraphs 17 and 35)

- (3) Ensure that higher attaining pupils are sufficiently challenged in their work as they pass through the school.

(Paragraphs 1,2,4,5,17,20,23,63,74,81 and 85)

- (4) Ensure consistency in teachers' short term planning, by:-

- maintaining a sharp focus on what pupils are expected to learn in their lessons.

(Paragraphs 17,76,85 and 96)

The inspection team acknowledge that the school has highlighted information technology as a priority for development, and also that much positive work has been undertaken in aspects of assessment of pupils' work since the last inspection, but feel that these should still be included as issues for action.

OTHER ISSUES TO BE CONSIDERED BY THE SCHOOL:

Additionally, but not necessarily to be included in the action plan, the school should consider how it may improve its provision to prepare pupils more effectively for life in a multi-cultural society. (Paragraph 29)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	17%	43%	38%	2%	0%	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	8	149
Number of full-time pupils eligible for free school meals		37

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	45
Number of pupils on the school's special educational needs register		3

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5
National comparative data	5

Unauthorised absence

	%
School data	0.7
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	11	11	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	7	7
	Girls	7	9	9
	Total	13	16	16
Percentage of pupils at NC level 2 or above	School	59 ([54])	73 ([73])	73 ([82])
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	5	6
	Girls	6	7	8
	Total	11	12	14
Percentage of pupils at NC level 2 or above	School	50 ([54])	55 ([68])	64 ([81])
	National	82	86	87

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	11	10	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	5	5
	Girls	8	6	6
	Total	10	11	11
Percentage of pupils at NC level 4 or above	School	48 ([47])	52 ([52])	52 ([53])
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	3	8
	Girls	8	7	8
	Total	12	10	16
Percentage of pupils at NC level 4 or above	School	57 ([48])	48 ([48])	76 ([48])
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	129
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	30
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	143

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	2.7

Total number of education support staff	2.7
Total aggregate hours worked per week	52

Number of pupils per FTE adult	8
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FTE means full-time equivalent.

Financial information

Financial year	99/00
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	£
Total income	315000.00
Total expenditure	301436.00
Expenditure per pupil	1827.00
Balance brought forward from previous year	1670.00
Balance carried forward to next year	15234.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	165
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	27	7	0	0
My child is making good progress in school.	75	25	0	0	0
Behaviour in the school is good.	38	49	2	0	11
My child gets the right amount of work to do at home.	51	44	5	0	0
The teaching is good.	56	42	2	0	0
I am kept well informed about how my child is getting on.	58	36	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	64	29	7	0	0
The school expects my child to work hard and achieve his or her best.	56	44	0	0	0
The school works closely with parents.	55	40	4	0	2
The school is well led and managed.	56	33	7	0	4
The school is helping my child become mature and responsible.	55	38	4	4	0
The school provides an interesting range of activities outside lessons.	24	40	11	11	15

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

- 45 Nursery and Reception children are accommodated in a separate Early Years Unit, which is detached from the rest of the school and occupies part of the school playground area. Nursery children are accommodated on half-day sessions and at the time of the inspection a small number of children had only just begun their pre-school education. There is one full-time teacher, one NNEB and one classroom assistant employed in the unit.
- 46 The initial assessments undertaken indicate that most children start school with below average levels of skill in literacy, language and mathematics, and that whilst some children enter with good development of their personal and social skills, the majority do not. The children, however, make good overall progress in most of the areas of learning and many reach the expected goals by the time they are five years of age.

Personal and Social Development:

- 47 Children make good progress in their personal and social development during their time in the Nursery and Reception years. Most settle quickly into the routines of school life and with what is expected of them in terms of the way they behave towards each other. They are able to demonstrate good relationships in sand and water play, and when they move between activities. They are able to take turns on the computer, and talk about what they are doing. Children begin to show increasing levels of concentration and can remain on task well, especially when supported by an adult offering them encouragement.

Literacy and Language Development:

- 48 Children make good progress in these areas of learning and many achieve the goals expected of them, by the time they are five. A relatively small number of children enter the nursery with good language and listening skills, but the majority are below average. They settle well, and at the start of the day engage in interesting and well-structured speaking and listening activities. They soon become confident to express themselves. They recognise a wide variety of fruits. Some, for example oranges, grapes and strawberries are easily recognisable. Others like limes and mangoes require more explanation. The children are able to distinguish and describe fruits and vegetables. Good links are made to the Big Book, 'Handa's Surprise'. The Café offers the children good opportunities to order food and drink, ask questions of each other and give change. The work with the Gingerbread man encourages the children to think whether the fox ate him or not. The children gain a good understanding that words carry meaning, and they begin to develop an increasing interest in books. Careful questioning produces good answers from many of the children and some can copy their own names with increasing accuracy.

Mathematical Development.

- 49 The children make satisfactory progress in their mathematical development and move towards the goals expected for them by the age of five. The activities in the café, the sorting of colours and shapes in working with jigsaws, the good variety of toys and containers available in the sand and water play all contribute to the satisfactory progress which children make. Information and communications technology is in constant use and children gain appropriate skills in accurately moving and directing the mouse. Numbers up to five and on to ten are consolidated and many pupils develop a clear perception of aspects of shape and space.

Overall there is a good range of provision here, and children make appropriate progress in their learning.

Knowledge and Understanding of the World.

- 50 Children make satisfactory progress and move towards the goals expected for them by the age of five. Good activities in observational drawing of fruit, moulding with Playdough and the assembling of different shapes, the use of dry and wet sand and water play, folding cutting and model making all provide a good range of activities with which the children can be involved. Children are able to talk about what they have done and some show good levels of understanding. For example, in work with exotic fruits some children know the meaning of 'tangy' when describing the taste. Well-selected programmes for the computer, which is in constant use, are used positively to assist children's learning. Overall the provision in this area has improved from that reported when the school was last inspected.

Physical Development:

- 51 The children make satisfactory progress and move towards the goals expected for them by the time they are five. There is a good range of provision for the children in this area of their development. Good activities in cutting, sticking, rolling and threading promote children's fine motor skills and there are opportunities for the children to climb and build with large blocks in a safe environment. Bicycles, tricycles, cars and cones are regularly available for children to use in the unit's enclosed play space. Most children appear confident in their use of this equipment, and they are generally well supported in developing their skills.

Creative Development:

- 52 Children make good progress in this area of development and achieve the goals expected for them by the age of five. There is a good range of creative activities in which the children can be engaged. Painting activities are always available and regularly used by the children. Specific activities in close observational drawing of exotic fruits produced good, and sometimes very good responses from some of the children. Children were well supported in these activities by the teacher and the support staff and clear progress in learning was made.

Teaching and the Curriculum:

- 53 The overall quality of teaching in the Early Years unit is satisfactory. It is sometimes good, and no unsatisfactory teaching was seen during the inspection. When teaching is good, plans are very clear, especially in respect of the work undertaken with the exotic fruits. Good links between the different areas of learning are frequently made. Careful, supportive and encouraging questioning on behalf of the teacher, and the support staff, ensures that the children in this work make good progress. The teacher is confident in her knowledge of the needs of young children and a secure environment is provided for them, with a wide range of appropriate activities.
- 54 Overall the unit has maintained the positive features reported on the last occasion the school was inspected. Provision for the pupils' development in their knowledge and understanding of the world has improved. Some of the displays are rather flat and uninspiring, and support staff are not always deployed as efficiently as they might be. Occasionally, all the items required for a particular input into a lesson are not always ready. However, overall provision is satisfactory, and elements of the development of children's language are good. Many pupils

entering the unit with below average levels of attainment are seen to make such progress that they are not far from the expected levels of attainment when working in Year 1.

- 55 Curriculum planning and record keeping are of a good standard and appropriate assessment procedures are in place. The unit has benefited from some additional resources recently, and more are planned in the school development plan.

ENGLISH

- 56 The 1999 test results in English, for eleven-year-old pupils at the end of Key Stage 2, shows that 48% of the pupils attained the expected level for their age and that 14% attained beyond this. This represents a well below average percentage, when compared to all schools and when compared to similar schools. Whilst these results were disappointing, they were not entirely unexpected. Teacher assessments were relatively close to the actual performance of the pupils, for those attaining the expected level, and were an under-estimation of those pupils gaining an above average level. This represents a position not significantly different from when the school was last inspected.
- 57 This set of results in English continues a moderate decline in achievement since 1996, when the school was reported to have 'attainment at the end of Key Stage 2 moving closer to the national expectation, but remaining below average for the majority of the pupils' of this age. Over time, the performance of girls is noticeably better than boys, but on average, it does not stray far from the national trend. However, when comparing the performance of the same group of pupils between 1995 and 1999 an above average number of these pupils have made satisfactory progress in their learning.
- 58 The 1999 cohort was small in number, making statistical analysis difficult to sustain. There were a high percentage of pupils in the year group included on the register for pupils with special educational needs, and the pupils were subject to significant disruption in their routines up to and during the period of taking the tests, due to the ill-health of their regular teacher. All these factors contribute towards this poor overall performance. The scrutiny of pupils' work currently available indicates that the present cohort, although again small in number, shows evidence in their work of producing results which are close to the national expectation for their age.
- 59 The 1999 test results in English, for seven-year-olds, shows that 59% of the pupils attained the expected level for their age, with 23% moving beyond this, in reading, with 73% attaining the expected levels in writing, with no pupils moving beyond that level. This again is well below average, but in the case of reading the pupils actual achievements are close to the teachers' assessments. However, no pupils were assessed as above average in either reading or writing, and whilst none attained the higher level in writing, almost a quarter of the pupils gained the higher level in reading. Pupils overall results in writing were lower than expected because no pupils gained the higher levels of attainment.
- 60 Once again, over time, girls consistently out-perform boys at Key Stage 1, although the difference in performance is greater in reading than in writing. The scrutiny of pupils' work indicates that the current cohort of pupils show levels of attainment which are close to the national expectation in English, and this represents some improvement on the position reported when the school was last inspected, when attainment at the end of Key Stage 1 was reported to be below the national expectation.

- 61 The 'Literacy Hour' is having a positive effect on pupils' learning. Pupils regularly listen well and are gaining confidence in their speaking skills. Although many start school with below average levels of skill, by the time they are established in Year 1, they are showing much more confidence in their speaking and listening. They are able to answer questions posed to them and reply using an appropriate vocabulary. For example, when the pupils in Year 1 were asked to describe the characteristics of one of the boys, they selected appropriate characteristics, and he was pleased to be the centre of attention. By the end of the key stage, pupils are confident to participate in music lessons in the hall with large numbers of pupils, and volunteer willingly to play instruments in the correct beat and time. They are able to demonstrate appropriate speaking and listening skills in this activity. Throughout Key Stage 2, pupils are willing to answer questions, and are particularly encouraged, at the end of the key stage, to select words carefully and use them with precision. Pupils in Year 4 and 5 are very willing to take a lead in independent group discussion and in leading presentations very effectively for the rest of the class. Pupils at the end of the key stage are alert to the correct usage of words, and they use them with an increasing degree of confidence.
- 62 Standards in reading are appropriate, and pupils make satisfactory progress in their learning through both key stages. A significant number of pupils start school with a clear idea about books, and some have stories read to them. The majority, however, begin with below average levels of reading skill. In Year 1 some are able to read a number of key words, although their reading lacks expression. In Year 2, there is a wide range of reading skill, with some pupils reading fluently and others still requiring phonic help with words. Through Key Stage 2, younger pupils' reading ranges from the accurate, with good knowledge of the alphabet, to those who have not yet secured the basic skills in reading. There is an appropriate match in Year 3 to the last years test results. Pupils in Years 5 and 6 are seen to develop effective decoding skills and show improving expression in their reading. An increasing number are enjoying their reading and eager to move on. In Years 5 and 6, good use is made of the period immediately following registration when the whole class reads. A good selection of reading material is available for the pupils, and whilst there remains a wide range between the most capable readers and those who find the task difficult overall attainment in reading is close to the national expectation by the time pupils reach the end of the key stage.
- 63 Pupils make satisfactory overall progress with their writing. In Year 1, pupils are introduced to some good concepts in their writing. They are encouraged to look for appropriate characteristics and select information, which identifies one character from another. From Year 2 there is a strong emphasis to the secretarial skills of writing, and this remains as a major feature in pupils' writing throughout the school. Many dictation exercises are regularly undertaken and form a major element in securing pupils' understanding and developing skills with punctuation, spelling and accurate handwriting. Pupils' progress in these areas of learning is generally good. At the time of the inspection a much greater emphasis was placed upon these aspects of writing than on developing pupils' skills with more creative or extended writing opportunities, which were under-represented in the pupils' written work. Whilst these opportunities are planned for the future, the balance was substantially to secretarial skills. One other disadvantage to the current practice is that in some classes all pupils undertake the same dictation exercise, which leads to some anomalies. For example, a higher attaining pupil in Year 2 has made very few errors in dictation since September last, and is not really challenged by the tasks she is set. A boy of lesser ability, undertaking the same exercises, has yet to record more than half marks on any week. For him the task demands too much. However, the school is clearly making a positive effort to improve the quality of its pupils' writing. The position is rather similar to that reported when the school was last inspected, when there were only limited examples of pupils drafting and re-drafting their work, but a strong emphasis on the securing of basic writing skills. Whilst this improves the pupils' knowledge and

understanding of the mechanics of writing all the pupils are not effectively challenged by the work, and as a result, the higher attaining pupils do not make the progress they should, by the time they reach the end of Key Stage 2.

- 64 Pupils with special educational needs are supported effectively, in both key stages. The support they receive has a positive impact on their learning and on the standards of work they achieve. Particularly effective support is offered to pupils in Class 5, where they work alongside a support assistant who ensures they understand the tasks, follow texts and are in a good position to contribute fully to discussions in the classroom.
- 65 The pupils' attitudes to their lessons in English are consistently good throughout the school and on occasion, they are very good. Pupils regularly apply themselves well to their tasks and concentrate, sometimes for long periods of time. In both key stages they collaborate well with each other when the opportunities arise. Where pupils' attitudes to learning are particularly good there is real excitement and enjoyment in learning. For example, in Class 1, where pupils are especially keen to answer questions about characteristics of individuals, and in Class 4, where work on the story of the Ice Palace forms the basis for news report writing on articles about missing children.
- 66 The quality of teaching is good in both key stages. No unsatisfactory teaching was seen in any English lessons, and the structure of the Literacy Hour is securely in place. Some teaching, in Classes 1, 3 and 4, is very good. This produces very good responses from the pupils and promotes good learning. Good quality planning, which accurately outlines what pupils are expected to learn are regular features of very good teaching. Pupils are managed very effectively, especially in Class 1, where the room is small for the large number of pupils in it, and where substantial noise from outside when dustbins were emptied did not disturb these young pupils. Pupils in Class 4 are given very good opportunities to work independently, by a teacher who is confident and has good expertise in her knowledge of the subject, and who chose a story, which held the pupils' attention and was used in a wide variety of lessons during the week. These very good lessons proceed at a good pace and pupils are motivated to be fully involved. Whilst no unsatisfactory teaching was seen, some lesson plans lacked the precision of others in terms of what pupils are expected to learn. Whilst good short term plans were seen, they were not consistent throughout the school, and some lessons, which rightly concentrated upon pupils having a secure knowledge of correct vocabulary, lost pace because of an over-emphasis on this particular aspect. Equally, incorrect assessments of pupils levels of work leads directly to some pupils being insufficiently challenged by the tasks they are given, and pupils were seen to have few opportunities to use computers in their work in English, especially in Key Stage 2.
- 67 The English co-ordinator is the headteacher, who has a particular interest and expertise in the development of reading. She has a clear picture of the position of the subject and is keen to see the overall position improve. The school is using the Literacy Hour successfully, good overall plans are in place and the subject is monitored for provision and for the delivery of the lessons. Resources available to the school have been well used to purchase good materials for the pupils to use. The school library has been up-graded recently, although few pupils were seen to use it, independently, during the days of the inspection. Realistic targets for pupils' improvement have been set, although the number of pupils in Year 6 is still small to make an accurate forecast of their performance. The overall position does show improvement in provision since the last inspection, despite the overall decline in the pupils' results in the tests at the end of each key stage.

MATHEMATICS

- 68 The results of the 1999 National Curriculum test for 11 year olds are well below the national average in mathematics and well below the average for schools in similar circumstances. The percentage of pupils achieving the higher grades in the tests is very low in comparison with the national average. Taken over the last three years, attainment at the end of Key Stage 2 has declined over the previous two years. The national trend in mathematics has risen, the school's results have fallen. The reason for this decline centres upon several elements. The school has had small numbers of pupils in the year group for the last few years, making accurate comparisons unreliable. A higher than average number of pupils on the special educational needs register, together with teacher absence which disrupted the pupils' preparation for the tests in 1999, all contributed to the disappointing results.
- 69 The attainment of the majority of pupils currently at the end of the key stage is in line with the national expectations.
- 70 In 1999 test and assessment results for seven year olds, indicate that attainment is well below when compared with the national average and well below that achieved in similar schools. At the end of Key Stage 1 national results have fallen and risen again. The school's mathematical results have fallen – they have been consistently low over the past three years at Key Stage 1.
- 71 The attainment of pupils currently at the end of Key Stage 1 is in line with national expectations.
- 72 By the age of 7 most pupils recognise the patterns of numbers such as 2's, 5's, 10's, odds and evens. They know and understand the vocabulary used in subtraction and addition. They order numbers up to 20 and count up to 100. Pupils have a good mental recall of addition facts up to 20. Pupils use mathematical names for common 3D and 2D shapes and describe their properties. They tell the time to the hour and half hour on an analogue clock and order days of the week, months of the year and seasons.
- 73 By the age of 11 most pupils have a good knowledge of number working. They have a good mental recall of multiplication tables up to 10x10. Pupils add and subtract decimals to 2 places. They can recognise approximate proportions of a whole and use simple fractions and percentages to describe these. They are familiar with units of time on analogue and digital clocks. They reflect shapes in a mirror line and know imperial and standard metric units. They record estimates and readings from scales to a suitable degree of accuracy. Pupils produce graphs, interpret data and use their mathematical understanding in other subjects such as science. They identify and use appropriate operations to solve problems. There is a good use of mathematical language across both key stages.
- 74 Progress in both key stages is sound and sometimes good. All pupils respond positively to mental calculation and this has a significant impact on their progress. Progress is often good in number as pupils learn a variety of methods to solve problems. Development in knowledge and understanding of shape and measures is steady but there is little work done on probability and investigation. Higher attaining pupils, particularly at the end of key stages, already have a sound grasp of what they are doing and are insufficiently challenged. At both key stages, pupils with special educational needs are making satisfactory progress in relation to their prior attainment.
- 75 All pupils respond well in class, work with enthusiasm and remain on task. They show a willingness to discuss their activities, share resources and they work equally well both in

groups and independently. They demonstrate a positive attitude towards mathematics and particularly enjoy the mental calculation work at the start of lessons. The presentation of pupils' work is generally very neat.

- 76 Overall, the quality of teaching is sound with some examples of good teaching across both key stages. At its best, teaching is characterised by clear explanations, good questioning techniques and effective attention to individual needs. In these lessons, teachers demonstrate good levels of subject knowledge and have high expectations moving the lessons on at a good pace. Where teaching is unsatisfactory, activities are not as well planned and learning objectives are insufficiently clear. Higher attainers are not sufficiently challenged due to limited use of continuing assessment. Marking shows inconsistencies with insufficient direction to show pupils how to improve. In all lessons non-teaching assistants provide effective support for groups and individuals. Good use is made of the mathematics displays in all classrooms.
- 77 Although a portfolio of work is maintained for each pupil there are no systematic procedures in place for recording attainment or of assessment informing future planning. The assessments of the previous scheme of work are still being used but these are hard to use diagnostically. However, once the training for the National Numeracy Strategy has been completed, the school intends to adopt a consistent form of record keeping. The training that staff are already involved in for the National Numeracy Strategy is having a beneficial effect, particularly with mental calculations. The subject is well resourced.

SCIENCE

- 78 The results of the 1999 National Curriculum tests for eleven-year-olds show that the percentage of pupils reaching the expected level was well below the national average. The percentage of pupils achieving the higher grades in the tests was also well below the national average. In comparison with schools with pupils from a similar background pupils' performance was well below average. The school acknowledges that the results were poor but points out that the cohort of pupils had a significantly higher percentage of pupils with special educational needs that would not be able to maintain the good standards of previous years. This is borne out by inspection findings. The trend in science over the last four years shows that apart from 1999 standards have been well above the national average. The attainment of pupils currently in Year 6 is average, which shows improvement from the previous year. However, the work given to higher achieving pupils often does not effectively match their ability and as a result they are not able to make satisfactory progress in their learning.
- 79 The 1999 test and assessment results at the end of Key Stage 1 indicates that overall attainment in science was very low in comparison with the national average. The percentage of pupils achieving the higher grades in the tests was well below the national average. In comparison with schools with pupils from a similar background pupils' performance was well below the average. The attainment of the majority of pupils currently in Year 2 is average in science and shows significant improvement from last year. There is good development of pupils' learning as they pass through the school.
- 80 When pupils start Year 1 emphasis is given to ensuring practical tasks are used to help develop their knowledge and understanding. This was seen in a lesson in which pupils were investigating the properties of different materials in terms of what they were made out of. They were able to confidently sort the materials and then record their findings in their own way. As pupils pass through Year 2 they learn how to handle simple scientific equipment carefully and safely. Within these activities pupils develop their skills in making simple predictions as was

seen in a Year 2 lesson in which pupils were investigating which materials would be best for blackout curtains. They also develop the skills of identifying similarities and differences between living things and recording their findings in a variety of ways. By the end of Key Stage I the majority of pupils know that that pushes and pulls are forces, which can change the shape of an object. They show a suitable understanding about the need for exercise and a good diet to keep healthy. In a Year 2 lesson pupils showed suitable knowledge and understanding of the types of materials to be found in different parts of buildings, and were able to talk about what they were doing using an appropriate scientific vocabulary. When they were involved in investigations pupils showed they could work very well collaboratively and record their findings in a variety of suitable ways.

- 81 Pupils continue to develop their learning in an effective way as they pass through Key Stage 2. In a lesson in Year 3 the pupils effectively developed their understanding of the properties of magnetic and non-magnetic materials. In a lesson for Year 4 and 5 pupils on thermal insulation the very good teaching enabled them to very effectively develop their skills in carrying out a fair test. In Year 6 pupils learn about the earth in space and the differences between solids, liquids and gases. As they pass through the key stage pupils are able to learn how to use a wider range of scientific equipment. The skills of carrying out investigations are well developed. Throughout the key stage there is very limited development of pupils' skills of using information technology to enhance their work in science and the school recognises that this is an area for further development. There is suitable development of pupils' scientific vocabulary to enable them to explain what they are doing. By the end of the Key Stage 2 pupils demonstrate a suitable knowledge and understanding of the forces of gravity and friction. They are skilled in carrying out a fair test and have a good scientific vocabulary to be able to explain their work. However, there is underachievement of higher attaining pupils in the subject, which is a result of the low expectations that some teachers have of the standards of which these pupils are capable of achieving. The work given to these pupils often does not always effectively match their ability and as a result they are not able to make satisfactory progress in their learning. The school recognises the need to provide more opportunities for these pupils to be involved in activities that develop the investigative skills of making evaluations and conclusions based on prior scientific knowledge. The school is keen to further develop these skills to further raise standards.
- 82 The progress of pupils with special educational needs is satisfactory throughout the school as a direct result of work being suitably matched to their individual needs. Pupils are given satisfactory support that enables them to make suitable progress towards the targets set for them. Pupils are encouraged to develop their speaking and listening skills and as a result pupils are able to make effective contributions to class discussions during science lessons.
- 83 In both key stages pupils make satisfactory use of their literacy skills in their investigative report writing in science. Pupils show that they are able to make suitable use of their numeracy skills in science in both key stages. This was seen in a lesson in which the pupils in Years 4 and 5 were able to effectively take temperature readings from thermometers during an investigation into which materials make good thermal insulators.
- 84 The vast majority of pupils have very positive attitudes to their learning and show much curiosity and interest when involved in practical activities. During these activities they sustain concentration, apply themselves willingly and show a great deal of enjoyment. This was particularly evident in a lesson in which pupils in Years 4 and 5 were finding out about thermal insulators and a Year 1 lesson on sorting materials according to what they were made out of. The behaviour of pupils is very good, which has a positive effect on their learning. They show

good collaborative skills and are able to show initiative and take responsibility during investigations.

- 85 The quality of teaching is predominantly good in both key stages with examples of very good teaching for pupils in Years 1, 4 and 5. Teachers show they have a secure subject knowledge by the way they use correct scientific vocabulary and by their effective use of questioning to find out what pupils understand and can do before they begin their activities. This was evident in a Year 4/5 lesson on investigating thermal insulators and a Year 1 lesson on finding out about the properties of materials. Teachers prepare their lessons thoroughly and the quality of planning is very good in most cases. However, there are inconsistencies in the way that teachers use assessment information to guide their planning and this is not as effective in the classes at the end of both key stages. The work that some teachers give to higher achieving pupils often does not effectively match their ability and as a result they are not able to make satisfactory progress in their learning. Teachers have good classroom management and organisational methods that ensure that the pupils have a high work rate. There is good use of available resources and pupils are given positive feedback and encouragement during lessons. This was very evident in a lesson on magnetism for pupils in Year 3. In most lessons the activities build well upon pupils' previous knowledge and understanding and effectively developed pupils' learning in the subject. The very high quality teaching for pupils in Years 1, 4 and 5 was characterised by the confident and enthusiastic teachers setting motivating work that very effectively allowed pupils to show initiative and take responsibility for their own learning. In both key stages, teachers make very limited use of information technology to enhance pupils' work in science.
- 86 The curriculum offered to the pupils is satisfactory, being broad and balanced with many opportunities for them to be involved in practical investigative activities. There is effective management of the subject by a co-ordinator who is committed to further raising standards and the school recognises the need to develop her monitoring role to support this. There has been significant improvement in the quality of the scheme of work since the last inspection and it is now effective in ensuring continuity and progression of pupils' learning through the school. Short term planning is taken from the scheme and identifies the key learning objectives and skills to be taught. This is not as effectively done in the classes at the end of both key stages. Generally, the quality of the planning has a positive effect on standards attained in science. Since the last inspection the school has improved the procedures for monitoring each pupil's attainment and the progress that pupils make as they pass through the school. The school has made suitable headway in analysing end of key stage tests to identify areas for development. There are inconsistencies in the use of assessment information to influence future planning with some teachers using it better than others. The school is to develop a collection of pupils' work to act as exemplars of the standards expected throughout the school and to ensure that all staff have appropriate expectations of the work of which their pupils are capable of doing. Resources are adequate, well managed and readily accessible to staff and pupils. The accommodation is adequate for practical group work activities.

ART

- 87 Only a relatively small number of lessons in art were observed. On the basis of these observations and on viewing the displays in school pupils' levels of attainment, at the end of both key stages, is in line with national expectations for their age.
- 88 By the age of seven, pupils can undertake a pencil sketch of a marionette and pick out the major features. They can print accurately and show excitement in the tasks they are

undertaking. Work in class one assists pupils in their choice of colour and reinforces the pupils understanding of the primary colours. The printing activity has good links to mathematical work, in the link with shape and space. There was a good link made with an ICT task in this lesson, where similar shapes were being moved around the screen by movement of the mouse.

- 89 By the time the pupils reach the end of Year 6 they maintain levels of attainment, which are in line with what would be expected for their age. As with the younger pupils, lessons are frequently linked with work in design and technology, and pupils in Year 4 and 5 can construct 'Ice Palaces' from their own designs. They are able to mix shades of colour, some again using an appropriate computer programme. Skills of sketching are appropriately consolidated. Younger pupils in the key stage use a viewing panel well to accurately sketch part of a larger picture. They then reproduce the part image on a larger scale and with increased detail.
- 90 Satisfactory progress in learning takes place throughout the school in art work. Displays in the style of famous artists, for example, in the school entrance, where paintings in the style of Van Gogh are on show, are of good quality. They show that the pupils take care in their composition and are pleased with their results. Older pupils are seen to work with enthusiasm in their work linked to the Ice Palace story.
- 91 Consistently, pupils throughout the school display positive attitudes to lessons in art, and the subject is taught well, overall. Teaching ranged from very good to satisfactory, but the majority of the teaching was good. Lessons were well prepared and resources used carefully, safely and appropriately. In many lessons, teachers, particularly in key stage 1, were assisted well by classroom support staff, who seemed to enjoy the task as much as the pupils. Their enthusiasm ensured that the pupils gained much from the experience.
- 92 The quality of work is similar to that reported in the last inspection, although attainment at the end of Key Stage 2 was then judged to be above average. The subject is co-ordinated by a capable and particularly enthusiastic teacher and it is in good hands to develop further in the future. The school clearly feels that pressure of devoting time to basic skills is having a negative effect on its ability to fully explore the art curriculum thoroughly and this has contributed to the decline in attainment from that previously reported.

DESIGN AND TECHNOLOGY

- 93 The majority of pupils make satisfactory progress in their learning and achieve standards appropriate for their ages as they move through both key stages.
- 94 When they start Key Stage 1 there is suitable emphasis given to developing their making and designing skills. Pupils learn about the properties of different materials and how best to shape, assemble and join them. In Year 1 the pupils are able to design a pattern for a postage stamp and to show suitable making skills when constructing the head of the 'Jolly Postman'. In Year 2 pupils can accurately cut circles out of card and lengths of wooden dowel when making a puppet of a caterpillar. They also use suitable skills in following written instructions to make puppets out of card and in incorporating split pins so that the arms and legs move. As they pass through Key Stage 2 pupils continue to develop their designing and making skills in a suitable way. Pupils are given the opportunity to develop their skills in using a wider range of materials and tools. In Year 3 the pupils were seen to be able to effectively test the effectiveness of different types of wheels in preparation for making toys with wheels. Work is often linked to other subjects as is seen in the work of pupils in Years 4 and 5, where pupils design and make musical instruments. As an extension to their literacy work these pupils were also seen to be

able to effectively design 3-D representational models of the 'Ice Palace'. The work in Year 6 is often linked to science and pupils learn how to make evaluations and modify their products as they develop. There is suitable development of pupils' technological vocabulary and of their ability to evaluate their designs and finished products. Pupils with special educational needs are fully involved in technological activities and make satisfactory progress in their learning.

- 95 The attitudes of the pupils to their learning are positive and their behaviour in lessons is very good. Most pupils are keen to talk about their work in design and technology and they are able to work co-operatively, allowing others to express an opinion and listen to their advice. They show that they recognise the need to work safely when engaged on technological tasks.
- 96 The quality of teaching in both key stages is good. The teachers prepare their lessons carefully and ensure that there are suitable resources available for pupils to use. There is positive feedback used effectively to encourage pupil, and teachers emphasise the correct use of technological vocabulary. An improvement since the last inspection is that there is now more emphasis given to teaching the skills of making a design. An example of very good teaching was seen in a lesson for pupils in Years 4 and 5 in which the motivating teaching was very effective in developing the pupils' design skills. In general there is a need for some teachers to have higher expectations of the quality of the finished product. Also assessments of pupils' progress are not always used effectively to plan for their future learning.
- 97 The subject curriculum is satisfactory, being broad and balanced, with suitable opportunities for pupils to develop their designing and making skills. The scheme of work suitably supports progression and continuity of pupils' learning and this shows an improvement since the last inspection. There are adequate resources that are suitably stored. The accommodation is adequate for practical group work activities in the subject.

GEOGRAPHY

- 98 No geography teaching was observed during the period in which this inspection took place. Judgements are based on scrutiny of policies, plans, displays and discussion with the co-ordinator and pupils.
- 99 Evidence indicates that pupils' attainment by the end of both key stages will be in line with national expectations.
- 100 By the age of 7, pupils are able to compare their own local area with another location. Making use of stories and pictures they use appropriate vocabulary to distinguish significant features and make comparisons. They understand that a map represents physical features and can interpret and make simple maps. By the age of 11 pupils have a good understanding of their locality. They are aware of environmental issues and the effect these have on people and the community. They know about the water cycle and how rivers are formed and use appropriate language when discussing these. They broaden their geographical knowledge through comparison between the U.K. and other places abroad like Kenya.
- 101 Pupils talk enthusiastically about their work particularly their own locality. Work at Key Stage 1 is currently linked to literacy through the use of Big Books with an effective classroom display and this is having a positive effect on learning. At Key Stage 2 pupils are improving their research skills using a range of sources, including the Internet, to gather relevant information. However, overall, the use of information and communication technology is not used consistently enough.

- 102 Since the last inspection the co-ordinator, together with the whole staff, has developed a clear policy and established a satisfactory scheme of work adopting the national model scheme. Planning at Key Stage 1 is over a 1-year cycle. At Key Stage 2 it is integrated into a 4-year cycle with the history topics. A system for recording and assessment is now in place and it is intended that this will inform future planning. Resources are adequate although there is a shortage of good quality maps. Good use is made of a variety of environments including the local area.

HISTORY

- 103 Little history was being taught during the period in which inspection took place. Judgements are based on scrutiny of policies, plans, previous work and discussions with the co-ordinator and pupils.
- 104 Pupil's attainment by the end of both key stages is in line with national expectations.
- 105 By the age of 7, most pupils know about the passage of time and about changes over time through the study of artefacts. They know about significant people in the past such as Guy Fawkes and that the Romans came to Britain. By the age of 11 pupils know and understand facts about the life and culture of people in Ancient Egyptian times. They study significant events and individuals of Tudor times and are familiar with the major events during World War Two and their effect on people's lives.
- 106 During both key stages the progress of most pupils is satisfactory. They are developing a sense of time and have an understanding of how they can find out about historical events. Pupils are keen to answer questions and talk enthusiastically about their visits to museums, to Eden Camp and of a visitor recounting wartime memories.
- 107 No history teaching was seen at Key Stage 2, and only a small number of lessons seen in Key Stage 1. Although learning objectives are not always clear, questioning is used to good effect resulting in good discussion work. Effective use is made of real artefacts, photographs and classroom display on homes.
- 108 The school has responded to the last inspection report by developing a clear policy and establishing a scheme of work adopting the national model scheme. An appropriate system of recording and assessment is now in place and it is intended that this will support future planning.
- 109 Planning at Key Stage 1 is done over a 1-year cycle. Planning at Key Stage 2 is over a 4 year cycle, incorporating geography, to ensure coverage of all topics. The school has an adequate supply of artefacts but makes good use of museum visits and loan services.

INFORMATION TECHNOLOGY

- 110 The standards achieved by most pupils are below average at the end of both key stages. The development of pupils' learning throughout the school is unsatisfactory. The aspects of data handling, control, monitoring and modelling are underdeveloped throughout the school. There is inadequate resource provision with outdated computers and associated software that restricts the teachers' abilities to effectively develop pupils' skills in the subject. The school

recognises that provision is weak and has now made detailed plans to raise standards in this subject.

- 111 The development of pupils' learning throughout Key Stage 1 is unsatisfactory. During their time in the Early Years Unit classes children develop skills that enable them to use the mouse on a computer with confidence. However, throughout Key Stage 1 there is not enough attention given to developing pupils' skills across most aspects of the subject. Pupils are not given sufficient opportunities to enter and store information on computers in a variety of forms and then retrieve the information. Pupils do not appropriately learn how to explore the use of computers and control technology in everyday life. By the end of Key Stage 1, pupils do not demonstrate suitable confidence when using computers. Most pupils can use computers for simple word processing of stories and poems. However, pupils are limited in their ability to generate their own ideas through tables or pictures, or retrieve, process and display information. They do not demonstrate suitable ability to use information technology to control devices or to be able to talk about what they have done using suitable technological language.
- 112 Progress in pupils' learning throughout Key Stage 2 continues to be unsatisfactory. Pupils' skills are not sufficiently developed and there is little opportunity for them to be involved in data handling, control, monitoring, modelling or desktop publishing. There is little opportunity for pupils to learn how to use IT to explore and solve problems in a range of subjects. By the end of the key stage pupils can use computers for word processing and some information gathering. Pupils are limited in their ability to use information technology to organise and present their ideas. They do not show appropriate ability to share and exchange information in a variety of ways. Pupils are not given enough time on computers to suitably develop their knowledge, understanding and skills within the subject.
- 113 Pupils' attitudes to learning in information technology in both key stages are positive and when given the opportunity of working in pairs on the computer they collaborate well. This was evident when pupils in Year 2 were working together on a shape programme during a mathematics lesson. They treat equipment with respect and are very well behaved. The pupils show interest and are able to sustain their concentration. This was evident in a Year 3 lesson on developing the skills of control technology by using a programmable toy.
- 114 There was very little opportunity to observe direct teaching of the subject and consequently there is not sufficient evidence on which to make a secure judgement on the quality of teaching. However, it is evident that some teachers lack secure subject knowledge and expertise and, as a result, pupils have not received enough direct teaching to improve their skills. There has been little teacher demonstration to explain new skills or the use of questioning to reinforce revision. In the one lesson in which direct teaching was seen it was good and enabled the pupils in Year 3 to effectively develop their skills in using a programmable toy to move around objects.
- 115 Information technology is used to support only limited areas of the curriculum and is underdeveloped in English, mathematics, science, history and geography. The headteacher has recently taken over co-ordination of the subject and has a very clear vision for its development, which at the moment is frustrated by the current state of resources. There is inadequate resource provision with outdated computers and associated software that restricts the teachers' abilities to effectively develop pupils' skills in the subject. Assessment procedures are underdeveloped and teachers do not yet have a clear view of pupils' attainment in the subject.

116 The improvement of provision throughout the school is seen as a priority area for development. The information technology development plan includes involving all staff in training to improve their knowledge and expertise in the subject. These developments are very clearly linked to a commitment by the school to significantly raise standards in information technology.

MUSIC

117 Due to the constraints of the timetable during the inspection week only a relatively small number of music lessons were observed. They were restricted to singing, both in lessons and in acts of collective worship. From the evidence gained, however, the overall standards of attainment in music are generally in line with national expectations, for the age of the pupils at the end of both key stages.

118 Pupils begin Key Stage 1 with appropriate levels of skill and they make satisfactory progress in their learning. They sing with enjoyment. They can maintain the pitch of the singing accurately. They listen to each other well and use their voices effectively. They have an appropriate range of tuned and untuned instruments with which they maintain a steady beat and rhythm.

119 Standards are maintained through Key Stage 2, where pupils listen carefully to the appropriately selected assembly music. Singing is again accurately pitched and good timing is maintained.

120 Throughout the school pupils show a consistently positive interest in music. They sing the selected hymns and songs very well and very enthusiastically. Younger pupils sang the song Abracadabra with particular enthusiasm and those selected to play instruments were confident and pleased to join in. They maintained their parts with an appropriate degree of precision.

121 Overall, the teaching of music is satisfactory, but shows good features. A teacher leads singing lessons with confidence and expertise in the subject. Songs are well chosen and played at a pitch and in a register, which are appropriate for the pupils' voices. It actively encourages them to want to join in and participate fully. Good links are forged with work in numeracy and literacy, as active listening is promoted and words are considered thoughtfully. Regular references to the beat, timing and rhythm of the words emphasise the mathematical elements of music. There was some inconsistency in the use of the staff present during the singing session. The lesson spread over an hour and three teachers were present throughout. Not all were needed and could have been employed more gainfully. However, support of an outstanding quality was offered to a pupil on the special educational needs register. It was constant yet unobtrusive and it enabled her to participate fully, with obvious enjoyment, in every part of the session. It was of the highest quality, a joy to observe and a pleasure to report.

122 The subject is well coordinated. A new policy document has been recently produced. It is comprehensive and of very good quality and when fully implemented it will ensure that the subject is thoroughly and effectively covered. This new policy document represents an improvement on the last inspection. The school's resources for music are appropriate and they are put to good use.

PHYSICAL EDUCATION

- 123 The majority of pupils make good progress in their learning and achieve standards appropriate for their ages as they move through both key stages.
- 124 The school provides many opportunities for pupils to practice improve and refine their movements. In Years 1 and 2 pupils make progress in the skills developed in the Early Years Unit by being introduced to more complex activities using small apparatus. They are developing their ability to repeat a series of known movements with increasing control and accuracy as was seen in a Year 1 lesson in which pupils were learning to balance on different parts of their bodies. By the end of Key Stage 1, most pupils can plan and perform simple skills safely, and can improve their performance by practice. Pupils are able to demonstrate the ability to move, in a variety of ways, on the floor and on simple apparatus. Their movement skills are satisfactory and they are able to learn from each other's performance. This was seen in a Year 2 gymnastics lesson in which pupils were developing ways of travelling at different heights and angles. As they pass through Key Stage 2 boys and girls are equally exposed to a wider range of activities, which gives them confidence and many opportunities to learn from each other. Pupils in Year 3 were seen to be effectively developing their dance skills in a lesson in which they worked in pairs to make machine like movements to music. In a dance lesson for pupils in Years 4 and 5 there was very good development of the pupils 'ability to perform frozen shapes and then put together a series of actions based on these shapes. By the end of Year 6 most pupils are able to practice, improve and refine their performance to a satisfactory standard.
- 125 Pupils with special educational needs are fully involved in physical educational activities and they also make good progress. There is excellent support for a pupil with a physical disability that enables her to take full part in the curricular opportunities in physical education offered by the school.
- 126 The pupils' attitudes to their learning are very positive. Pupils enjoy their physical education activities and respond with enthusiasm. They follow instructions and watch others carefully in demonstration and use it well to improve their own performance. The behaviour of pupils is good and they show a respect for others and an appropriate concern for safety. Pupils cooperate well with each other in moving and using apparatus, and as team members in lessons.
- 127 The quality of teaching is good throughout the school. The teachers' subject knowledge is secure and expectations of pupils' performance are high. Teachers set good examples by dressing appropriately for physical education and as a result are able to demonstrate techniques in an effective way. Teachers ensure there is a good balance of activities within lessons that include suitable warm up activities and opportunities for pupils to evaluate their own and others performance. The teachers prepare their lessons very well and make good use of the resources to develop the pupils' skills in the subject. There is good management and organisation that result in good standards of discipline and a good rate of work from the pupils. An example of very good teaching was seen in a lesson for pupils in Years 4 and 5, delivered by the co-ordinator, in which her expertise and enthusiasm resulted in all the pupils making very good progress in their learning of dance skills.
- 128 The subject curriculum is satisfactory being broad and balanced and ensuring that pupils have access to a wide range of activities. The pupils in Years 4 and 5 have opportunity to go to swimming lessons and by the time they leave school most pupils can swim 25 metres. There is satisfactory subject leadership by a co-ordinator with very good subject knowledge who is committed to further raising standards in the subject. Her role in terms of monitoring the quality of education for the subject through the school is currently underdeveloped. There is a comprehensive scheme of work that is effective in ensuring continuity and progression of

pupils' learning. The school has improved its assessment procedures in the subject since the last inspection. This good information is yet to be put to effective use in planning for pupils' future learning. The accommodation does not provide a satisfactory environment for pupils to develop their physical educational skills. The hall is too small for dance and gymnastic activities and the playing field is badly drained and often too wet to use. The hard playing surfaces are in poor repair, being uneven with crumbling tarmac, and have very limited markings to help develop outside team games. These factors have a negative effect upon the pupils' attainment and progress in their physical education. The resources are adequate, in satisfactory condition and well managed. There is a limited programme of extra-curricular activities that at the time of the inspection consisted of a 'Fitness for Fun' club, but there are other activities at different times of the year. The school makes good use of outside agencies to enhance the activities offered to pupils that includes visits by qualified coaches, including those from Leeds United Football Club, to develop the pupils' football, gymnastic, tennis and netball skills.

RELIGIOUS EDUCATION

- 129 The attainment of the majority of pupils at the end of Key Stage 2 meets the expectations of the Locally Agreed Syllabus for this subject. Pupils make satisfactory progress in this key stage. The attainment of the majority of pupils at the end of Key Stage 1 is in line with expectations. Pupils make satisfactory progress in this key stage.
- 130 By the age of 7 most pupils know stories about major Christian Festivals and Saints days – Christmas, Easter, St Andrew, St Lucia and special celebrations such as the Gunpowder Plot. They hear stories from the Old Testament and know the meaning of Diwali, Hanukah and Chinese New Year. By the age of 11, pupils understand an outline of Jesus' life and know some of the parables. Older pupils look at creation myths and understand how they reflect the culture from which they have arisen. They talk knowledgeably about special celebrations such as Remembrance Day and they know the significance of poppies. The story of Baboushka was used to enhance their charitable contribution to Operation Christmas Child. All children appreciate the importance of prayer as a time for reflection.
- 131 Children make satisfactory progress across both key stages, developing their understanding of other religions through story and music. They explore moral issues such as choices, fairness and sharing and know the difference between right and wrong. They also develop sensitivity to the thoughts of others.
- 132 All pupils listen attentively to stories and are willing to discuss their own ideas. They approach tasks with enthusiasm and enjoy participating in activities during assemblies and in class. They are quiet and thoughtful during times of prayer and reflection and show respect and consideration towards others.
- 133 The teaching of religious education is satisfactory and in some cases good. In lessons observed planning is good with clear learning objectives. They move at a good pace challenging pupils to think about a variety of moral issues and feelings. There is a clear structure to assembly themes, which are then followed up in the classroom.
- 134 The Agreed Syllabus has been adopted by the school but there is no policy or scheme of work to help teachers plan for continuity and progression in children's learning. Any assessments or records kept are not passed on to the next teacher to inform future planning. These aspects of assessment are currently unsatisfactory.

135 The coordination of religious education is unsatisfactory. There are no monitoring procedures in place to ensure continuity and progression in learning. The school's resources are inadequate but a good range of artefacts from the loan service supplements these.