

# INSPECTION REPORT

## **SHAKESPEARE PRIMARY SCHOOL**

Burmantofts, Leeds

LEA area: Leeds

Unique reference number: 107938

Headteacher: Mrs. Judith Hall

Reporting inspector: Mr. G. J. Martin  
21563

Dates of inspection: 27.01.03 – 30.01.03

Inspection number: 246737

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Stoney Rock Lane Leeds Yorkshire
Postcode:	LS9 7HD
Telephone number:	0113 248 2194
Fax number:	0113 248 2194
Appropriate authority:	Governing body
Name of chair of governors:	Miss Sadie Fisher
Date of previous inspection:	10.11.1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21563	Graham Martin	Registered inspector	Music, physical education, religious education, foundation stage curriculum	How high are standards – the school's results and pupils' achievements. What should the school do to improve further?
13450	Jenny Madden	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
25509	Judith Clarke	Team inspector	Mathematics, history	How well is the school led and managed?
7994	Pam Weston	Team inspector	Information and communication technology, geography, special educational needs, educational inclusion, resourced provision for hearing impaired children	How well are pupils taught?
14991	Alan Hardwicke	Team inspector	Science, design and technology	How high are standards – pupils' attitudes, values and personal development?
29381	Anne Brangan	Team inspector	English, art and design	How good are the curricular and other opportunities offered to pupils?
21292	Stuart Russell	Team inspector	Music (support)	

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## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

Shakespeare Primary School is located close to the centre of Leeds, in the Burmantofts district. There is a high density of population and the housing in the area includes tower blocks and flats. The district is amongst the most socially disadvantaged areas of the country, with high unemployment and associated problems of family stress and social deprivation. There are 395 pupils on roll. The attainment on entry of pupils is, on average, well below that found nationally. More than a third of pupils are from ethnic backgrounds that are not White English, and the school has a rich mix of pupils from Black British, Asian British, Black Asian, Black African, Black Caribbean and Chinese backgrounds. About a quarter of pupils have English as an additional language and about twenty-five of these pupils are at an early stage of language acquisition. Twenty-two refugee pupils have recently been admitted to the school. Nearly 40% of pupils are known to be eligible for free school meals, which is well above the national average. Nearly 25% of pupils have special educational needs and, of these, about a quarter have statements of special educational need. The nature of pupils' special educational needs include specific and moderate learning difficulties, emotional and behavioural difficulties, difficulties with speech and communication, physical disabilities and autism. The school has a designated unit for nursery age children who have hearing impairment. Five children attend this unit part-time, integrating into the mainstream nursery for afternoon sessions. The school is part of an inner city Education Action Zone (EAZ) and receives additional funding as part of this zone. Along with other local schools, the school is currently under review by the Local Education Authority, with a view to rationalising educational provision in the area.

### HOW GOOD THE SCHOOL IS

This is a good school with excellent features. It has a good number of strengths. The headteacher's excellent leadership is a major strength of the school. It makes a significant contribution to the good management of the school's improvement. Good and very good teaching throughout the school is helping pupils to understand more about their own learning and enabling the school to meet its aim to raise standards. Very good relationships contribute to the school's effectiveness in promoting good learning. The specialised provision for children with hearing impairment is very good and these children succeed well because they receive very good help to be integrated into the nursery. Additional funding available to the school is used well to support improvement and to help the school to include all pupils in learning. The school provides good value for money.

#### What the school does well

- The headteacher provides excellent leadership. She gives the school a clear sense of direction. Her leadership helps the school to achieve its aims by focusing on appropriate priorities for improvement.
- The school provides excellent opportunities for the pupils' personal and social development.
- The aims of the school are reflected very well in its work. Its priorities for development are directly relevant to its needs and the school takes effective action to meet them.
- The school meets its aim to include all pupils in learning. The result is that pupils from all backgrounds benefit from the school's provision of opportunities for them to learn.

- The school has excellent procedures for monitoring and improving attendance.

### What could be improved

- The drive to improve standards should be continued in line with the improvements in teaching.
- The school should continue with its good work to improve attendance, with the specific aim of improving the attendance of the small group of pupils who are frequently absent from school.

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

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

The school was last inspected in November 1997. Since then it has made good improvement. The 'key issues' from the previous inspection have been systematically dealt with through a good action plan. Realistic targets for pupils to reach in English, mathematics and science have been set and achieved so that standards in these core subjects have improved considerably, to a point at which the results in national tests are close to the average for the Local Education Authority. Effective systems of assessment have been introduced to help teachers to plan appropriately for the needs of all pupils. The quality of the curriculum is better, providing pupils with full access to the subjects of the national curriculum, especially science, and to further learning enrichment. Pupils in Years 1 and 2 now have more opportunities to write and this is contributing to improving standards of writing. Higher attaining pupils achieve well because they are given work that matches their learning needs. The overall leadership and management of the school have improved. The role of the senior management team is now clearly defined so that they can be effective in their work to assist with school improvement. Governors have a better view of the school's effectiveness and take an active role in helping the school to pursue improved standards. The school has worked hard to develop constructive links with parents and seeks to continue with this crucial aspect of its role as a partner with parents in their children's education.

### STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	2000	2001	2002	2002
English	D	E	E	C
Mathematics	E	E	D	B
Science	E	D	E	C

**Key**

Well above average      A

Above average          B

Average                    C

Below average            D

Well below average      E

The school has significantly improved standards in English, science and mathematics since the last inspection in 1997. This was recognised by an achievement award from the Department for Education and Skills presented to the school in 2000. The school increasingly admits pupils with challenging background circumstances, such as asylum seekers and children from families experiencing stress. This has affected the school's ability to accelerate its improvement in standards. Nevertheless, pupils achieve well against the overall low level of attainment on entry to the school. In Years 1 and 2 standards in mathematics and science are in line with national expectations but below national expectations in English. This confirms the evidence from national tests and teacher's assessments at the end of the key stage. Learning in Years 1 and 2 is very good and pupils achieve well in all subjects relative to their previous attainment. The results of national tests taken by Year 6 pupils show standards in English and science well below the national average but comparable with the average found in schools with similar circumstances. The tests show that standards in mathematics, while below the average found nationally, are above the average found in similar schools. They are also close to the average for all schools found in the Local Education Authority. Inspection findings show that standards in science are in line with national expectations in Years 3 to 6 but below national expectations in English and mathematics. Learning is good in Years 3 to 6. All pupils, including those with special educational needs and those who have English as an additional language make good progress overall in relation to their previous attainment. Standards in all other subjects are at least in line with national expectations, with the standard of physical education by Year 6 above what is expected nationally. The overall trend in the improvement in standards is in line with the national trend through Years 1 to 6, with strengths in improvement in mathematics in Years 1 and 2 and mathematics and science in Years 3 to 6. The school achieved its targets for the attainment of Year 6 pupils in the 2002 national tests. Inspection evidence shows that the school's appropriately realistic targets set for pupils' attainment in 2003 are just as likely to be met.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Pupils show interest in their lessons and they enjoy school.
Behaviour, in and out of classrooms	Good. Pupils behave well. They have a good knowledge of right and wrong.
Personal development and relationships	Good. Relationships in the school are very good. Pupils have a very good awareness of the needs of others.
Attendance	Poor. Attendance is well below the national average.

Relationships in the school are very good. This enables pupils to learn effectively because they are enthusiastic about the opportunities they have to learn and they behave well. The absence of any oppressive behaviour helps this school to be a happy community where pupils respect and value each other's feelings, values and beliefs. The very poor attendance of a few pupils has an adverse effect on attendance overall. The school works very hard to promote better attendance from the few pupils for whom absence from school is becoming an acceptable way of life.

## **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Nursery and Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>

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

The overall quality of teaching and learning is good, with a good proportion of excellent and very good teaching throughout the school. The teaching and learning are strengths of the school, helping pupils to learn well and make good progress. Excellent and very good teaching was seen in nearly half of lessons while the teaching in five out of six lessons was good or better. The Teaching in Years 1 and 2 is very good overall and it is good overall for children in the Foundation Stage and for pupils in Years 3 to 6.

The teaching of the basic reading and writing skills of English is very good while the teaching of mathematics is good overall. Teachers explain their objectives for lessons well to the pupils, which helps them to have a clear picture of their own learning. This helps pupils to learn effectively because they understand what is expected of them. Teachers have very good expectations of what the pupils will learn and they organise lessons very well to maximise the opportunities for all pupils to achieve. Assessments are used very well to help teachers to identify the learning needs of all pupils and to plan their lessons to meet those needs. Teaching assistants and other support staff make an effective contribution to the pupil's achievement because they work well with teachers, who give their assistants good guidance in their work to assist pupils' learning. Teaching and other staff take the greatest care to include all pupils in learning. Because of this, pupils with learning difficulties and with English as an additional language achieve well. The good additional support for pupils whose first language is one other than English helps them to be successful in their learning in all subjects. Teachers promote a good understanding and appreciation of the richness and diversity of cultures in Britain and around the world because the wide range of cultural heritages and backgrounds found in the school is celebrated throughout the curriculum. The school has won prestigious national awards because of the impact of its policy to be an inclusive school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school has very good provision for teaching the basic skills of literacy and numeracy. The children in the foundation stage (nursery and reception classes) are well provided for because their curriculum is well planned.
Provision for pupils with special educational needs	Very good. Pupils with special educational needs achieve well because they have very good support from their teachers and the teaching assistants.
Provision for pupils with English as an additional language	Good. Pupils learn effectively in all subjects of the curriculum because the additional support they are given is effective and helps them to understand the work they are given.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school has very good provision for pupils' social and cultural development. Provision for their moral development is good. There are good examples of spiritual development in some classes but this is not consistent so, overall, spiritual development is satisfactory.
How well the school	Very good. Procedures for monitoring and improving

cares for its pupils	attendance are excellent.
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Parents have very good views of the school. They think highly of the school and appreciate the very good standards of care that is given to their children. The school has worked hard to develop links with parents and to help them to be involved in their children's education. As a result, many parents develop good skills to support their children's education. The school intends to continue with this work because it is a key aim of the school's drive to promote better learning and improve standards. Pupils are cared for very well because their progress at school and their personal development are carefully monitored and because they are given very good support and guidance to help their learning. The school has excellent procedures for monitoring and improving attendance.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The excellent leadership of the headteacher is a key driving force in the school's improvement. The headteacher and deputy work well together. Their leadership acts as a positive role model for staff who have management responsibilities. As a result, the senior management team is becoming more effective in its work to improve the school, which is helping to raise standards.
How well the governors fulfil their responsibilities	Satisfactory. The governors provide good support to the headteacher. They have become more knowledgeable about the school's strengths and weaknesses and are developing a more direct involvement in the school's improvement.
The school's evaluation of its performance	Very good overall. The school has excellent arrangements for working towards its shared and agreed targets. As a result, all staff work hard to improve their practice and to contribute to school improvement because there is a very high level of shared commitment to success.
The strategic use of resources	Very good. The additional resources available to help the school in its drive for improvement have been used very well.

The very high quality of leadership and the very good standard of management are strengths of the school. Because of this, the school has clear, well-defined and appropriate priorities for development. The work done to achieve the school's aims is very good because the staff work together very well to meet these aims. Those responsible for seeking best value for money, including the governing body, make best use of the budget available to improve teaching and learning and raise standards. Teachers, teaching assistants and other staff are deployed effectively so that their work makes a good contribution to pupils' learning. The good work of other staff, such as those who care for the school building, work as administrators or provide school meals, is a positive role model for the pupils because they are conscientious and show care for the school and its needs. The school has good, spacious accommodation that is generally well cared for. Curriculum resources are adequate and the school is building up the resources needed to promote its initiative to raise standards in 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"> <li>The school helps their children to achieve</li> </ul>	<ul style="list-style-type: none"> <li>A few parents would like the school</li> </ul>

<p>well and be confident learners</p> <ul style="list-style-type: none"> <li>• The school is welcoming and works hard to support the needs of families.</li> <li>• The teaching is good and pupils are expected to do their best.</li> <li>• The pupils behave well, they are happy because there are good relationships and they are very well cared for at school.</li> </ul>	<p>to provide opportunities outside of the statutory curriculum for younger children.</p>
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The inspection team agrees with the very positive views that parents have of the school. The school works hard to provide a good range of activities outside of the normal school day. Senior staff are actively considering how it could extend these to include younger children, such as by inviting parents to run extra-curricular activities.

## **PART B: COMMENTARY**

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

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

1. The school has markedly improved standards in English, science and mathematics since the last inspection in 1997. This has been recognised by an achievement award from the Department for Education and Skills presented to the school in 2000. The school increasingly admits pupils with challenging background circumstances, such as asylum seekers and children from families experiencing stress. This has affected the school's ability to accelerate its improvement in standards. Nevertheless, pupils achieve well against the overall low level of attainment on entry to the school. By the end of Year 2, standards in mathematics and science are in line with national expectations but below national expectations in English. This confirms the evidence from national tests and teacher's assessments at the end of the key stage.
2. Learning in Years 1 and 2 is very good and pupils achieve well in all subjects relative to their previous attainment. The results of national tests taken by Year 6 pupils show standards in English and science well below the national average but comparable with the average found in schools with similar circumstances. The tests show that standards in mathematics, while below the average found nationally, are above the average found in similar schools. Inspection findings show that standards in science are in line with national expectations for pupils in Year 6 but below national expectations in English and mathematics. Learning is good in Years 3 to 6 and, in relation to their attainment on entry to the school, pupils make very good progress overall.
3. Standards in all other subjects are at least in line with national expectations, with the standard of physical education towards the end of Years 3 to 6 above what is expected nationally. The overall trend in the improvement in standards is in line with the national trend in Years 2 and 6, with strengths in improvement in mathematics in Years 1 and 2 and mathematics and science in Years 3 to 6. The school achieved its targets for attainment in the national tests at the end of Year 6 in 2002. Inspection evidence shows that the school's appropriately realistic targets set for pupils' attainment at the end of Year 6 in 2003 are just as likely to be met.

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

4. Pupils' attitudes, values and personal development and relationships are good, and standards have been well maintained since the last inspection. Pupils are generally enthusiastic about coming to school, and they show very positive attitudes, both during lessons, around the school and in after-school activities. Pupils settle quickly to their work, and they are good at concentrating as the lesson goes on. They are often very enthusiastic and interested in their work, and most enjoy the variety of tasks they are given. The routines established by teachers train them to listen well, both to the teachers' instructions, and to each other, and they are keen to answer questions.
5. Pupils have very positive views about their school, and were always willing to share these with inspectors. Year 6 pupils feel that school is a good place to be. They value the hard work of teachers, saying, 'they make lessons interesting and fun', and they think that school teaches them to be more responsible as they get older. Helping the new reception class children, showing them around the school, and looking out for them at break and lunchtime was a responsibility they found particularly enjoyable.
6. In the younger classes pupils are taught to listen carefully, and to share and discuss things together as they work. They respond well to this and develop their social skills well. Behaviour is good overall, and there have only been three short-term exclusions during the past year. The school's caring and inclusive ethos and its very good provision for pupils' social and cultural development result in them responding in increasingly sensible and mature ways as they progress through the school. There is an orderly working atmosphere and pupils understand the rules of living and working together in class, and around the school. Teachers often display class rules, and discuss them with their pupils.
7. Reward schemes, such as the 'Star of the Week', and good work points and rewards all help to motivate pupils, and reward them for behaving well. Pupils are generally sociable and polite, happy to talk about what they are doing, and show their work to visitors. Although the building makes movements of classes, particularly at lunch and break times, difficult, the school is generally a safe and secure place, with few incidents of bullying or oppressive behaviour. Should such incidents occur pupils are clear about what they should do, and confident that adults will deal with them fairly. The school makes very good use of 'ethos statements' such as 'I will co-operate with others in work and play'. Teachers refer to them constantly in the course of lessons and assemblies, and they encourage pupils to discuss and think about what they mean in terms of their daily life and behaviour. Such strategies bring the school's ethos to life in its daily activities, and so make it relevant and understandable to pupils.
8. Relationships are good overall, both amongst the pupils, and between staff and pupils. Tolerance, inclusion, and care for others are all at the heart of the school's day-to-day life, and overt discussion of issues such as racism, feelings, and relationships empowers pupils to feel valued and to build self-esteem. Lunchtimes offer opportunities for the older pupils to serve and supervise the younger ones. This provides a good role-model for the younger pupils, as well as giving opportunities for the older pupils to learn about aspects of social responsibility and citizenship. Pupils work well together in pairs and small groups, supporting each other well in literacy lessons, when they routinely work with 'speaking partners', sharing ideas and working out their responses to teachers' questions. Such activities generate a good working environment, which has a positive impact on learning. Teachers are very good at ensuring that pupils of all abilities, including those who have special educational needs, are fully included in the work.
9. The programme for personal, social, health and citizenship education, which has recently been introduced, provides well-structured opportunities for pupils to confront difficult and

important issues in their lives. This develops pupils' understanding of a good moral code, interpersonal relationships, and the sharing of views and feelings, values and beliefs. Pupils are provided with a series of well-structured opportunities to discuss and resolve personal problems. Often, they sit in a circle, and listen carefully to each other, learning to be sensitive to how others feel, and to think about how their own actions can affect others.

10. Good opportunities are taken in many lessons to talk about aspects of personal development. There are insufficient opportunities, however, for pupils to develop their independent learning skills. Many activities are planned in such a way as to present few chances for pupils to think independently. Target setting is in its early stages, and so pupils do not routinely consider what they need to do next in order to improve. Although teachers are good at telling their classes what they should learn during lessons, this has not yet been extended to the individual level.
11. Pupils willingly take on responsibilities around the school when asked. They take turns to act as class monitors, and the Year 6 pupils undertake a range of wider responsibilities, such as supervising the dining room, and looking after the younger pupils during playtimes. They generally enjoy these duties, and are proud to be treated responsibly in school.
12. The school is well aware that the poor attendance of some pupils affects the overall level of attendance, which is below the national average. However, the majority of pupils who have satisfactory attendance show their keenness for school by arriving punctually.

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

13. In the last inspection teaching was judged to be a strength of the school and this high standard has been maintained. The strength of teaching in the school is significant. In four out of five lessons teaching and learning is good or better with some excellent teaching observed throughout the school. This is because of the highly effective monitoring of teaching and learning undertaken by the head teacher, and recent training that all staff have received. It also reflects the enthusiasm with which staff tackle all areas of learning and the way in which they work together for the benefit of all pupils. Teaching in Years 1 and 2 is very good overall, on occasions excellent and never less than good. Teaching for pupils in years 3 to 6 is good overall and in two out of five lessons is very good or excellent. There were a small number of lessons where teaching and learning were judged to be satisfactory. There was no unsatisfactory teaching in any subject of the National Curriculum, an improvement on the previous inspection when one in ten lessons was judged to be unsatisfactory.
14. Throughout the school, teaching of literacy in English lessons and numeracy in mathematics is good. The teachers have worked hard to implement a very structured method of teaching literacy skills and the numeracy strategy, which they have done well. The very good use of the structured teaching approach in literacy, using a good range of carefully selected guided reading texts and relevant reading books, has ensured that literacy lessons are challenging and relevant to the needs of the pupils. Numeracy lessons have good mental warm-up sessions, in which the vast majority of the pupils are engaged and are clearly focused on improvements in their mental agility. The school would benefit from developing teaching resources that would help teachers to provide appropriately challenging work for older pupils.

15. The teaching of literacy and numeracy supports learning in other curriculum areas. For example, in a science lesson the pupils have the opportunity to measure accurately amounts of water to be put into bottles and are keen to record their work, their ideas and their findings. They widen their understanding of scientific vocabulary as they use specific words such as 'dissolve' and 'solution'. Teachers are beginning to promote good cross-curricular links so that the pupils can begin to see the relevance of their learning and the way it develops. For example, the teaching of history alongside geography is a good example of how subjects can complement each other and enrich pupils' learning. Teachers are also beginning to use information communication technology as a tool in other subjects, for example in a year one lesson they reinforce pupils' mathematical learning by completing a pictogram of their favourite fruits; however there is room for this aspect to be usefully developed.
16. Teachers usually have good knowledge and understanding of the subjects that they teach. They use the correct subject specific language to develop pupils' knowledge and understanding of each subject. This is particularly evident in English, mathematics and science.
17. In the most successful lessons, teachers place a significant level of demand on all individuals, to ensure that they are fully involved. In an excellent English lesson all the pupils were very keen to learn because the teaching was very well pitched to challenge all the pupils with work that matched their ability and because all the pupils could be fully involved. In a few of the satisfactory lessons, the work given to pupils with different abilities is not sufficiently different to challenge them all. Thus, pupils are unsure of what it is they are to do and lose interest in the tasks, with a subsequent drop in the pace of learning. However, in most lessons, pupils listen carefully to the good instruction that they receive and know exactly what they are expected to do. Because of this, they work hard and learn well.
18. Teachers' planning is good. In literacy and numeracy, the teachers plan closely to the structured frameworks. They plan all lessons well. Lessons start promptly because the teachers are fully prepared and all the pupils know exactly what they have to do. Consequently lessons get off to a brisk start. In other lessons the best learning occurs when teachers have a very clear idea of exactly what it is they want their pupils to learn.
19. Teachers question pupils well to establish what they know and understand and to help them to think for themselves. All staff have high expectations that pupils will behave well and work hard. The majority of pupils live up to these expectations. Teachers praise and encourage them so that they give their best performance. This ensures that most pupils are fully involved in their lessons, work hard and concentrate well. As a result pupils achieve well.
20. Teachers manage the pupils very well. They constantly strive to find ways to reward and encourage good behaviour and work. Lessons are usually very well organised. Teachers use time and resources effectively and as a result lessons move along at a good pace. For example, in good and very good English lessons, the extended learning time is used effectively, especially where teachers give pupils short breaks to refresh their thinking and learning. The well trained learning support staff give good support to pupils and considerably enhance their learning. Teachers appreciate them as a very valuable resource.

21. Teachers and teaching assistants provide very effective support for pupils with special educational needs and those for whom English is their second language. Teaching assistants are very well deployed and have a very good understanding of individual pupils' needs, which they meet very effectively. They are very familiar with their pupils and work well with them, often making a significant difference to pupils' learning during lessons'. Great care is taken by staff to ensure that work is well matched to individual needs and that pupils build on their previous learning. Staff are aware of the need to ensure that pupils are appropriately challenged, recognising strengths as well as weaknesses.
22. The quality of day-to-day assessment is very good. Marking varies and is best when it focuses clearly on what pupils need to do to improve their work. Teachers monitor the pupils' work well and give support and advice, as needed. Assessment of pupils' attainment and progress and the outcomes is used well to inform planning in all subjects. Homework is used satisfactorily to supplement work done in class.

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

23. The quality of the curriculum is good. This is an improvement since the previous inspection. The excellent inclusiveness of the curriculum ensures complete equality of access and opportunity for all pupils. It offers good breadth and balance and provides a broad range of worthwhile and stimulating activities. High priority is given to English and mathematics and the school has reorganised its timetable to give these two subjects prominence. This is very relevant to the needs of all pupils in this school. In recent years it has successfully introduced the National Numeracy Strategy and this is helping to drive up standards. More recently it has introduced a new initiative for teaching English to improve standards. This commercial scheme gives teachers detailed instructional planning. Lessons are appropriate for varied age groups and flexible enough to be customised to the individual needs of a particular child. Although this scheme is in its first year of use the school believes this will lead to a steady improvement in raising standards in the subject. Skills in information and communication technology are taught in lessons but not applied regularly across all subjects of the curriculum. The locally agreed syllabus provides the curriculum for religious education. There is a very good range of activities that support and broaden the pupils' access to learning including a care club and breakfast, lunchtime and homework clubs. Overall teaching time across Years 3 to 6 is a little below the nationally recommended guidelines.
24. The previous report commented that subject co-ordinators were insufficiently involved in monitoring the curriculum and in the development of schemes of work. The quality of planning has improved a great deal. Developments in long term planning ensure better continuity and progression than previously across all year groups. Medium term planning is now more consistent across the school and is monitored by co-ordinators. Formal monitoring of lessons especially for literacy and numeracy has been established, but it not in place for the other subjects yet. There are now agreed criteria for short term planning. The school follows the nationally produced schemes of work to guide the work in most foundation subjects with some adaptation. This is a clear improvement since the findings of the previous report.
25. The staff are keen to review the way subjects are taught and meet regularly to discuss curriculum matters and improve their expertise, for example, all staff have received recent training in the new initiative for English. Provision for homework is satisfactory and is used for pupils to practise and reinforce basic skills.

26. Provision for pupils with special educational needs is very good. The school understands its role and responsibilities in relation to the revised Code of Practice, including its duties and the legal requirements made upon it. Pupils make very good progress guided by helpful individual plans that focus on the pupils' specific needs. Detailed records are kept and parents are fully involved in this progress. The needs of the higher attaining pupils are not included in these arrangements. There is no policy for gifted pupils and this aspect is under developed, although the school has listed a number of possibly gifted and talented pupils.
27. The provision for pupils' personal and social education is excellent with many opportunities for pupils to relate to others in a variety of situations in and out of school. As a result they learn to respect the values and beliefs of others. The development of good relationships and consideration for others are deeply embedded in the life and work of the school. This provision for social education is enhanced by the provision of a very good range of educational visits to complement the topics taught. The younger pupils visit Roundhay Park Tropical World. Visits to the Eureka Science museum and Harewood House encompass geography, history, art, science and environmental studies. The older pupils visit Grassington, Jorvik museum in York, Royal Armouries and the Thackray museum complementing their geography, history and English studies. Numerous opportunities are provided for visitors to enrich the curriculum by sharing their expertise with the pupils such as artists, puppet making artists, musicians extending the literacy, art and music curriculum. The pupils are successfully helped to develop good attitudes towards healthy eating. They learn about how medicines are drugs that can be helpful but dangerous when misused. The school provides for sex education in a sensitive and supportive manner within the health education curriculum.
28. A very good range of extra-curricular activities supported by many of the staff further enriches the curriculum. A wide variety of clubs includes music, dance, recorder, running, Internet, signing, games, football, netball and Read-It. Most of these activities are provided for the pupils in Years 3 to 6. Year 6 pupils partake in a residential visit to Whitby annually which helps develop their personal and social skills.
29. Very good links with the community are extended through a local charity 'Learning Partnerships' and local business people regularly support this project. The project aims to make learning fun and reading enjoyable, giving children from Year 3 and 4 access to books and raising the profile of literacy in the community. One session of this excellent project was observed during the inspection. All pupils were extending their literacy skills, happy and obviously developing good relationships with these volunteers; a very good social occasion for this group of pupils. Similarly useful links have been developed with BBC Radio Leeds, resulting in some very good work involving pupils contributing to the production of several radio broadcasts. Relationships are established with the local Church and Mosque. Very good relationships are well established with five other local primary schools. For example, the personal, social, health and citizenship scheme of work innovated by these schools is now being shared with other Leeds schools. The school has established very good links with its partner secondary schools. Pupils get chances to visit their high school before they transfer. Teachers meet regularly with their colleagues in both primary and secondary schools in order to pool ideas and, at secondary level, to ensure that the move between both stages is as smooth as possible.
30. The school's provision for pupils' spiritual, moral, social and cultural development is good. Since the last inspection the school has continued to make very good provision in the areas of social and cultural development. Provision for pupils' moral development is now judged to be good, while that for spiritual development is satisfactory. The reasons for these changes are related to the recent introduction of the 'Success For All' literacy

strategy, which lays heavy emphasis on building confidence and self-esteem through affirming pupils' relationships and individual identity. Establishment of the routines and working methods associated with 'Success For All' has taken a great deal of time and effort from staff, in line with the school's priorities for development, so that the other aspects have had a slightly lower profile.

31. Opportunities are taken, across the curriculum, to promote pupils' spiritual understanding. This is done through religious education lessons, and daily acts of worship, which provide a sure foundation for pupils' spiritual and moral development. Teachers also take opportunities to celebrate the wonders of the world, for instance where Year 5 pupils looked at clothes and everyday objects of the Tudor age in a history lesson about Temple Newsam house. The school's provision for pupils' spiritual development is satisfactory overall.
32. Provision for moral development is good overall. Good standards of behaviour and respect for others are expected in and around the school. From the youngest classes pupils are taught right from wrong, and given clear guidance on what is expected from them in terms of relationships and conduct. Rules and expectations are frequently linked to 'ethos' statements prominently displayed and regularly discussed in class. The school aims to develop pupils' spirit of co-operation through positive reinforcement. Rewards are frequently given in class, and the 'star of the week' awards are also very effective in promoting positive attitudes. In lessons such as geography and science pupils learn about aspects of conservation and recycling, and such work makes a worthwhile contribution to pupils' understanding of the responsibilities of citizenship.
33. Social development is very well promoted. At the heart of the school's ethos is the valuing of relationships, and of learning to share and co-operate. Teachers and other adults in the school all work hard to provide pupils with positive role models. A significant feature of many lessons seen during the inspection was the high quality of working relationships which the teachers provided. As a matter of routine teachers work to provide their pupils with opportunities to work together, share, take turns, and respect the opinions of others. This is a consistent approach throughout the school, and has a very positive impact on the quality of relationships.
34. Older pupils are given opportunities to be responsible for the younger ones, for instance by supervising them at lunchtime. The older pupils also undertake residential visits, which raise their self-esteem and social confidence. The school provides a very good range of clubs and out of school activities, and is careful to ensure an inclusive approach, so that, for instance, both boys and girls can participate in the full range of sporting activities on an equal basis. Pupils have also participated in community activities, for instance by contributing gifts to a nearby old peoples' home at harvest, and learning about life in earlier times through talking to the residents.
35. The school is very good at celebrating the wide range of cultures from which its pupils are drawn. The school's ethos is very much centred on valuing everyone's cultural background, and ensuring that all feel valued and included. Discussions with Year 6 pupils showed that they felt that 'no racism here' was an important message their school promotes. Awareness of the local cultural heritage is well developed, such as through the study of Temple Newsam house, and the families who lived there. Study of the work of famous artists gives insights into the wider cultural heritage. Opportunities are taken to learn about a range of world cultures as pupils progress through school. The festivals of different cultures form a rich source of information, such as when the infant pupils learned about the Chinese New Year. The school's new PSHCE policy builds these experiences in a systematic way, so that pupils learn to value the diversity of the society in which they live.

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

36. The school takes very good care overall of its pupils. They are all very well known to their class teachers and more generally across the school.
37. The main strengths in this area are:
- The very good relationships between pupils and staff;
  - The very good pupil management;
  - Excellent promotion of, and procedures for, improving attendance;
  - Very good support for pupils with special educational needs;
  - Very good child protection procedures;
  - Good use of assessment to improve learning.
38. The school meets very well the individual care of pupils with special educational needs. There is good planning to ensure their inclusion in the full curriculum and in the classroom they are well supported by learning assistants and the use of differentiated work or work differentiated by outcome. The recently introduced Code of Practice for pupils with special educational needs is securely in place and contributing to their learning. External support agencies such as the educational psychologists and speech therapists are very well used. When pupils need individual help with for example behaviour issues they have in place a Learning Support Officer and a Family Support Worker who will liaise closely with the pupil and their parents. The school is also able to draw on the help of the local Pupil Development Unit.
39. The school provides a physically safe environment for pupils. The Caretaker makes a daily check on the premises including the grounds and the caretaker and teacher undertake a termly check for Health and Safety matters. Child protection is taken very seriously in the school, which has three teachers with responsibility for ensuring the safety of pupils; all staff receives training and are kept up to date with developments. The school has recently issued a leaflet for parents laying out the responsibilities of the school in this area of childcare.
40. The promotion and monitoring of attendance by the school is excellent. The school awards attendance prizes and is constantly emphasising the value of being in school to pupils through assemblies, personal, social, citizenship and health education. However, the school has a problem with the poor health of its pupils, the failure to value education in parts of the community and the inability of a number of parents to get their children to school on time and indeed, in a few cases, at all. Staff in the school work very hard indeed to investigate absence immediately it happens. At 9.00am. the staff collate attendance figures and prepare a list of absentees, which the Family Support Officer uses to contact parents and carers by telephone after the 9.30am deadline for parents themselves to contact the school. If the school is unhappy with the response they will persuade parents to bring their children to school. Should there be no contact from the parent or pupils after three days, the Family Support Worker and the Education Welfare Officer will visit the house. The school also sends out a series of letters to parents about non-attendance or lateness. However, if the school feels that support would help to improve the situation they will give as much help as possible to the family through the school and by involving other agencies in order to ensure that children receive consistent education.
41. Procedures to promote the very good behaviour of pupils are based on the consistent use of behaviour strategies and the reward system, which very successfully helps some very

difficult pupils to make best use of their time in school. This strategy equally applies when children are out of school, for example, on the bus to the swimming lesson. All staff manage pupils very well in lessons that are well organised and planned, and the strategy of active listening introduced through SFA is very successful in focusing pupils' attention. As a result of this and other positive strategies pupils are engaged and learning is secure. The use of report cards was well illustrated in a lesson where a pupil was reminded about their good, and not so good, behaviour so far in the lesson so they could think about their actions and, by exercising self-control, would escape censure. This proved a successful strategy. In the playground pupils are very well supervised by large numbers of staff and as a result, although there is some boisterous behaviour, pupils play well together and girls and boys of different ages and from different backgrounds mix well. The school is pro-active in dealing with bullying and, through the totally inclusive ethos in the school, the curriculum, assemblies and circle times, has managed to ensure that bullying remains minimal. However when it does occur the head teacher and staff, with the involvement of parents, deal it with immediately and decisively. The school keeps a detailed and up to date record of pupil's behaviour on a computer database, which can be used to analyse individual behaviour and its causes.

42. The schools monitoring of academic performance and personal development is good and much improved on that of the last inspection. The nursery and foundation pupils are regularly assessed against the early learning goals. Pupils in Years 3 and 6 undertake the national SATS tests at the end of their respective key stage and a series of other assessments for maths and science including optional SATS. Science units are, in fact, assessed before the start of the topic to gauge how much pupils already know and again at the end of the unit to measure the learning. The newly implemented 'Success For All' which replaces the literacy strategy has an in build assessment at six or eight week intervals to ensure pupils are placed in the appropriate group to maximise progress. This follows the initial assessment that places pupils in their learning set judged against the whole school. Pupils who are children of asylum seekers, refugees or newly attending the school are assessed within days of arriving and placed in the appropriate learning group for English.
43. The information on pupils' progress is analysed in detail and fed into both medium term and short term planning. In science and PHSCE for example, the information gained from the pre-assessment of the unit is used to adjust the unit to emphasis areas of least knowledge. In mathematics, regular and on-going assessment is used to inform daily lesson plans. Portfolios are kept with samples of pupil's work, which have been annotated and moderated against the levels of the National Curriculum.
44. The effectiveness of the school's educational and personal support and guidance in raising achievement is very good. The school rewards achievement through the star of the week scheme both in class and at the reward assembly, a system that is clearly valued by the pupils. Pupils for whom English is a second language are given intensive lessons by a peripatetic teacher and are helped to a good understanding of spoken English. In the classroom, teachers and skilled teaching assistants support pupils who have special educational needs well. The individual education plans are to hand with notes about their work. Teaching and learning through out the school is totally inclusive with pupils working at levels best suited to their individual needs.

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

45. At the last inspection a key issue was to develop partnerships between home and school, with an emphasis on the role of parents in raising their children's standards of attainment.

The present inspection finds that the school has made strenuous efforts to include all parents, from the wide range of cultural and ethnic backgrounds, in working with children at home. The majority of parents feel that this is a very good school. There were a good number of responses to the questionnaire and attendance at the parents' meeting was encouraging. The small amount of disagreement was with the amount of homework set by the school. The inspection found that the school provides homework in line with the guidelines from the Department for Education and Skills (DfES).

46. Particular strengths of the school's partnership with parents include:

- The work of the Family Support Worker;
- The warm welcome provided for all parents in the school;
- The good use of the parents' room as a base for fostering the partnership with parents.

47. The area for continued development is the essential work with parents on improving attendance. As the schools procedures are excellent, the school is working extremely well to encourage parents to respond appropriately by ensuring that their children attend school.

48. The school has very good links with parents, beginning with the home visit before children attend the school. This is followed by a weekly visit to the school by parents with their children over the course of five weeks. On the last visit the head teacher and staff spend time talking to parents about the school and its partnership with them. The school holds three clubs in the parents' room, one for parents and toddlers, another for parents of children with hearing impairment and the third in partnership with the local Education Action Zone called the Home Early Learning Partnership (HELP) group. Parents of Year 1 pupils all have the opportunity to spend the last half an hour of the school day on a Wednesday playing games with the pupils and getting involved in their children's school life. All these initiatives are well supported and help to build a foundation of confidence and cooperation between parents and the school. The Family Support Worker develops close relationships with parents and carers and helps them to deal with some of the problems that create barriers to learning, including ensuring regular attendance at school.

49. The quality of information provided for parents is good. There are regular newsletters used to inform parents of school events and to show the school's appreciation of the efforts made by parents on the school's behalf. Years 1 and 6 provide termly newsletters to parents about the work being undertaken by their children in the coming term and how parents can help. The school is aware that this needs extending to all year groups. The annual reports on children's progress during the school year are satisfactory but often fail to suggest areas for improvement or set targets for future progress. They do, however, give a clear picture of pupils' progress against national norms. Parents appreciate how this makes them aware that, even though pupils are making good progress and working hard, they may still be below the national average. Twice yearly information meetings, curriculum meetings and pre SATS meetings keep parents who attend well informed. The recent introduction of the 'Success For All' English curriculum was discussed in depth with parents because of the impact on school organisation and the expectation that pupils will read daily with their parents who are expected to comment on their child's progress. The school does have problems making contact with some groups of parents including asylum seekers and the parents of transient pupils.

50. Parents of pupils with special educational needs are fully involved with their children's learning; they attend review meetings and are involved with target setting for their learning.

51. Parents with special skills, in particular cultural and religious knowledge, are invited to talk to pupils, including, recently, Mhendi hand painting, turban wrapping and baking. Parents are encouraged to help pupils with their learning at home including reading on a daily basis and homework diaries for pupils in Years 3 to 6 to help keep parents informed. The school has no parents' organisation but social, fundraising and celebratory events are well attended.

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

52. The headteacher has an excellent vision for the school. Her ambitions for the school are rooted in enabling the pupils to develop lively enquiring minds in a safe, secure, well disciplined and stimulating learning environment, so that pupils are able to work effectively and attain the highest possible standards. This vision for the school is seen in practice through her determination to provide the best for all the different cultures and backgrounds represented in the school. The result is a school that achieves prestigious awards such as the Stephen Lawrence Award, the Basic Skills Agency Quality Mark and the School Improvement Award. This has the effect of creating a very positive climate for learning where the pupils achieve well. The headteacher's excellent leadership provides the driving force behind the school's success and she is effective in encouraging and supporting all staff as they work together to improve even further. Improvements since the last inspection have been good and the key areas for improvement identified in the last report have been tackled well.
53. The headteacher is very ably assisted by the deputy headteacher, who is an extremely effective teacher. He has established himself in the relatively short time that he has been in the school both as a very good role model for teaching staff, as well as displaying very effective management skills. The school has a whole-staff responsibility approach to management and this means that the different teams in the school work effectively together and translate the educational direction of the work of the school excellently. There is a total commitment in the school to improvement, raising standards and helping the pupils to reach their full potential. The whole staff supports the management of the school and this is driving standards up. For example, in the recent decision to implement the 'Success For All' initiative throughout the school, the staff have whole-heartedly committed themselves to ensure its success. The strength of the leadership and teamwork in the school means that all pupils regardless of race or gender, those with specific learning or behavioural difficulties, as well as the more able, are fully supported and helped to succeed in this extremely inclusive environment.
54. Management of subjects is good overall. The subject co-ordinators are responsible for checking the curriculum and monitoring learning by compiling a portfolio of work matched carefully to the requirements of the National Curriculum. However, not all subject co-ordinators have yet observed teaching as part of their management role and this means that they are not in a position to help other teachers to improve their work.
55. The governing body provides satisfactory support for the leadership and management of the school. The chair and vice-chair of governors along with a small group of governors give good support to the headteacher and are effective in using their considerable talents to support and help the school to move forwards. However, at some governing body meetings decisions have not been made because there were insufficient governors present. The governors have a satisfactory understanding of the school's strengths and weaknesses from their observations and the very good quality of documentation provided by the headteacher. They gather information and use the knowledge to ensure its

educational direction. The chair of the governors has a well-informed view of the school and meets regularly with the headteacher to ensure that operational aspects of the schools management are functioning well. All statutory requirements are met.

56. There are good procedures in place for checking and improving teaching, learning and curriculum provision. The headteacher checks the teaching and learning throughout the school. Strengths and areas for development are reviewed regularly. The school's strategy for performance management is well implemented. The headteacher's targets are reflected throughout the school in the targets set for teachers and support staff, so that the whole school is part of a shared commitment to improvement. Overall the process of self-review is well established through the work of the headteacher, deputy headteacher, team leaders, subject managers and the governing body.
57. The management of the school places a high priority to the continuing development of all staff. The school has an accreditation as Investor in People. New members of staff and students who are training to be teachers report that they have very good help and support in the school with all staff prepared to spend time and effort to help them to develop their work. The senior member of staff who manages this important area of the work of the school gives staff and students good help and assistance.
58. There are a good number of teachers and support staff to teach the requirements of the national curriculum. The numbers of learning support assistants to help those pupils who have special educational needs is very good. They do a very good job and are a valuable aid for pupils and teachers. Other staff who are employed by the school as part of the Education Action Zone initiatives in the school give very good help to pupils, who find it difficult to attend regularly, behave well and find learning difficult.
59. The accommodation in the school is good. The classrooms are a good size and the school has an art and design room and computer suite. Although the building is in need of some repair the caretaker and his staff keep it to a high level of cleanliness. Displays are used to celebrate pupils' work and also to raise the pupils self esteem and to encourage them to do their best and to achieve well. The school has a hall, which is used for physical education lessons and a separate dining hall for dinners. The school playground although large lacks facilities to stimulate play. There are secure areas for the younger children to use to develop their outdoor play. The provision for learning resources is satisfactory overall and makes an adequate contribution to the delivery of the curriculum. Learning resources for English to promote the new initiative "Success for All" are good and resources in the information and communication technology are good and make a good contribution to learning in these subjects.
60. The school makes good use of its available resources to meet its agreed priorities stated in the school development and improvement plan. The school budget is fluid because of the high levels of mobility in the school consequently a careful note of expenditure is kept. The school always seeks to get the best value for the money it spends and tracks the effects of its spending well. Information and communication technology is used well in many areas of the school's work. The headteacher is effective in managing and monitoring the budget in a strategic manner. The office staff are efficient and present a welcoming and approachable introduction to the school.

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

61. The school has made good progress in raising standards in the basic skills since its last inspection. The staff of the school, together with the increasingly effective support of governors, should maintain this improvement by:
  - (1) Continuing with the work to improve teaching as part of the drive to improve standards by:

Implementing effective systems to enable subject co-ordinators to monitor and evaluate good teaching.

and then:

Sharing good practice in teaching, especially that which promotes high standards and good opportunities for spiritual development.

- (2) Continuing with the excellent work to encourage better attendance, including the good work done so far with families who experience difficulty in relating well to schools.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	14

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	8	21	28	10	0	0	0
Percentage	12%	31%	42%	15%	0	0	0

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

### 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)	22	380
Number of full-time pupils known to be eligible for free school meals	0	156

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	5	17
Number of pupils on the school's special educational needs register	7	95

English as an additional language	No of pupils
Number of pupils with English as an additional language	107

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	71
Pupils who left the school other than at the usual time of leaving	44

### Attendance

#### Authorised absence

	%
School data	7.2%
National comparative data	5.4%

#### Unauthorised absence

	%
School data	0.5%
National comparative data	0.5%

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	30	16	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	23	26
	Girls	11	13	15
	Total	28	36	41
Percentage of pupils at NC level 2 or above	School	61 (74)	78 (77)	89 (87)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	23	25
	Girls	12	14	13
	Total	32	37	38
Percentage of pupils at NC level 2 or above	School	70 (74)	80 (79)	83 (81)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	28	21	49

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	21
	Girls	16	14	16
	Total	35	34	37
Percentage of pupils at NC level 4 or above	School	71 (62)	69 (51)	76 (89)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	18	16
	Girls	11	12	10
	Total	26	30	26
Percentage of pupils at NC level 4 or above	School	57 (47)	65 (62)	57 (60)
	National	73 (72)	74 (74)	82 (82)

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

***Ethnic background of pupils***

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	211	3	
White – Irish			
White – any other White background	39		
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian	1		
Mixed – any other mixed background			
Asian or Asian British – Indian	15		
Asian or Asian British – Pakistani	35		
Asian or Asian British – Bangladeshi	2		
Asian or Asian British – any other Asian background	2		
Black or Black British – Caribbean	17		
Black or Black British – African	21		
Black or Black British – any other Black background			
Chinese	3		
Any other ethnic group			
No ethnic group recorded			

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	19
Number of pupils per qualified teacher	20
Average class size	27

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

Total number of education support staff	22
Total aggregate hours worked per week	567

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22
Total number of education support staff	2
Total aggregate hours worked per week	52
Number of pupils per FTE adult	7

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2002
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	£
Total income	977475
Total expenditure	1014691
Expenditure per pupil	2499
Balance brought forward from previous year	15950
Balance carried forward to next year	-21266

## Results of the survey of parents and carers

### Questionnaire return rate

	Number of questionnaires sent out	380
returned	Number of questionnaires	170

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	81	18	0	1	0
My child is making good progress in school.	79	20	0	0	1
Behaviour in the school is good.	66	30	2	0	2
My child gets the right amount of work to do at home.	60	23	12	1	4
The teaching is good.	84	15	0	0	1
I am kept well informed about how my child is getting on.	71	23	5	1	0
I would feel comfortable about approaching the school with questions or a problem.	86	12	2	0	0
The school expects my child to work hard and achieve his or her best.	83	16	0	0	1
The school works closely with parents.	69	28	1	0	2
The school is well led and managed.	79	19	1	0	1
The school is helping my child become mature and responsible.	80	19	1	0	0
The school provides an interesting range of activities outside lessons.	63	19	3	1	14

## **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**

62. The Foundation Stage refers to children from the time they enter the nursery until they reach the end of their reception year. At this school children enter the nursery at the start of the term after they reach the age of three. They are taught in the nursery class until the September before they reach the age of five. Most of the children then enter the reception classes at the beginning of the school year in which they will reach their fifth birthday. A small number of children transfer in to the reception classes from other pre-school settings and a very few of the nursery children transfer to reception classes at other local schools. Currently, there are 43 children in the nursery class, attending separate morning and afternoon sessions, making the equivalent of full-time attendance of 22 children. In the two reception classes there are 54 children attending full-time, with an equal balance of boys and girls and between the two classes. Three teachers share the teaching of the reception children, one working full time and the other two working part time. The children have a broad range of ability on entry to the nursery and reception classes. On average, attainment on entry is well below the average for the nation as a whole.
63. A small number of nursery age children attend the specialist unit for hearing impaired children on the same site. These children receive specialist support during the morning session and then integrate into the mainstream nursery for the afternoon. At the time of the inspection five children were benefiting from this support and three of them attended mainstream nursery because they have reached the age of three.
64. Parents of nursery children are given the choice of either morning or afternoon part-time sessions. The reception age children are taught full-time in two classes. Throughout the Foundation Stage the children follow a programme of work based on the national guidelines produced for children in the early years of education. In their literacy work, they follow the 'Success For All' programme, which has been adopted throughout the school. The children cross 'stepping stones' in each of the six areas of learning described in the paragraphs below. The objective is for the children to reach the 'early learning goals' in each of these areas, so that they are prepared for the work they will do in Key Stage 1 of the National Curriculum.
65. In the nursery, the teacher and nursery nurses provide focused support to children learning the basic skills of communication, language, literacy and mathematics, including number. The children have a range of other good opportunities to learn through play and activity from the other activities set out by the teacher and teaching assistant.
66. In the reception classes, the three teachers work as a team to teach the essential basic skills of literacy and numeracy. This enables them to focus on teaching literacy and numeracy equitably to all of the children of reception age. For other work linked to the areas of learning, children select from the activities set out by the teachers and teaching assistants. The adults monitor which activities the children have chosen so that they can be sure that all children benefit from a variety of experiences. Children learn from this responsibility that they must choose activities thoughtfully and make use of all of the opportunities for learning that are available to them. As the year progresses and the children become more familiar with this system, the teachers introduce a more rigorous 'tracking' system so that they can be sure that all children take the opportunity to work in all of the activity areas.

67. The previous inspection found that the children were well taught and that learning matched this. In this inspection teaching is good overall, with some very good and excellent teaching, an improvement from before. The quality of this teaching results in good learning throughout the Foundation Stage.
68. The majority of children start in the nursery class with skills and knowledge levels that are below those expected for children of this age. They are particularly underdeveloped in speaking, listening, personal and social skills. The children are encouraged to work together and teachers continually emphasise the need for all to work and play well together. This emphasis on co-operation makes a good impact on the pupils' personal development and helps them to settle into the routines of the school well.
69. Children with special educational needs are identified early so that they can be given good help and care, which helps them to achieve well. All children make good progress throughout their time in the Foundation Stage classes. The main emphasis of teaching at the beginning of the year is on the development of basic language and mathematical skills, and helping children to develop their personal and social skills. The teachers use many strategies to develop the children's self esteem and confidence, an important aspect of their work to enable the children to become active learners.
70. Information about the children is gathered from before they start in the nursery class. The teacher makes visits to the children's own homes so that she knows as much about their background as possible. This helps her to plan for the children's individual needs when they start in nursery. Information about the progress of the children is passed on from the nursery to the reception teachers so that the children can have a smooth continuation of their learning at the age of four. As they enter the reception classes, the reception teachers make assessments of all of the children's basic skills in each of the areas of learning. This gives them a clear picture of each child's ability and helps them to plan work matched to the needs of the children. Consequently, teachers planning shows appropriately focused opportunities for pupils to benefit from activities in each of the areas of learning, which is good.
71. The environment for the young children is attractive and encourages them to learn. As a result, in all areas of learning children make good progress. Assessment and pupil tracking information shows that all children make good progress appropriate to their ability in all of the areas of learning. The work of the current group of Year 1 children in Key Stage 1 shows that, by the end of their time in the Foundation Stage, the majority of children are well prepared for the expectations of the National Curriculum. As they enter Year 1 of the National Curriculum, a very small number of children achieve well in all areas of learning, and are working at levels above those expected.

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

72. On entry to the Foundation Stage the children's personal, social and emotional development is, on average, below that expected. The children learn quickly and make good progress so that, by the time they complete their reception year, children achieve the nationally agreed standards. Children make good progress in this area of their work because the teachers have high expectations of them and they work hard in a busy environment. The teachers clearly communicate to the children their expectations of how children should play and work together. All groups of children including those with special educational needs are encouraged to join in, play together and help each other with their work. In all classes the children are encouraged by staff to share equipment and to take turns. The children in the nursery work well alongside each other and some are beginning to share resources well. Many are polite and caring of one another. The intervention of

adults helps the children to learn well because the children are shown gently and kindly how they should respond to other children.

73. Older children change their shoes, and take off their jumpers for physical education lessons. The younger children in the nursery found this difficult and some needed help but the teachers encourage independence and show the children that they expect them to at least try to do things for themselves. The children in the reception classes cope well, putting their clothes and shoes tidily so that they can dress themselves at the end of the lesson. Most children dress themselves, with some needing help with shoes, one boy after trying very hard to tie his shoe eventually asked for help. Most of the children learn the class routines well. They happily tidy up and put away resources they have been using at the end of the lesson and know that this is expected of them.
74. Teaching in this area of learning is consistently good. Teachers are very good role models for how children should respond to others, such as when a parent, whose son was unwell, brought a gift for a nursery child's birthday. The teachers placed great emphasis on the thoughtfulness of this kind deed. Members of staff are patient and caring with the children and this enables the children to learn and develop their social awareness. Those children who find it particularly difficult to join in class activities are given good help and encouragement to contribute. The children often work in groups and pairs and they learn to work together well. They happily work with different children and become increasingly confident to join in. All staff give clear ideas of what is expected of the children, including the difference between right and wrong. All of this positive support for the children's needs makes a good contribution to their personal, moral and social development so that, by the end of the reception year, the majority of children achieve the early learning goal.

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

75. The children make good progress in this area of learning, particularly in the skills of speaking and listening as a result of good teaching. Most of the children come into the nursery class with speaking and listening skills below the average found nationally. Because of this, teachers place great emphasis on this area of learning during the autumn term, resulting in the children making good progress.
76. Teachers employ a range of strategies to encourage the children to develop their vocabulary and confidence in speaking. A good strategy was used when children in the nursery were writing letters, such as the child who said that she had written 'Dear Grandma' on her letter. This was a very good example of how the nursery links activities to 'real life' situations, so that learning is meaningful to the children. Similarly good work was seen in the reception classes, where the teacher read the story 'Penguin Small' for the class, then asked the children to re-tell the story in the right order. This gave the teacher a good opportunity to assess the children's ability to listen to, and recall, a sequence of events.
77. Role-play areas are a particular focus for the development of spoken language, such as when children talk about the cold conditions where Penguin Small lives when they play together in the 'South Pole' play-tray. The emphasis the teachers and teaching assistants place on the development of speaking and listening skills in these areas is clear and has a positive impact upon the children's confidence.
78. All the children enjoy stories and respond to them well. They are extremely interested in the books the teachers read to them. They particularly enjoy reading the book about Penguin Small, and the work they do linked to the story. The nursery children know how

to orientate a book so that it is the right way up, they have a good idea about where to start reading, how to turn the pages and many try to tell the story using the pictures. Children in the reception classes know from the pictures that the story follows a sequence and some will attempt to read the words well. Throughout lessons there is a strong emphasis on language development. The children in both classes have books to take home to share with parents or carers and in this way the children's learning at school is extended.

79. Writing is prominently displayed in all areas of the Foundation Stage and this is effective in encouraging the children to write. Children regularly work at the writing tables and teachers in the nursery and reception classes encourage the children to write purposefully. Writing activities are linked to the class themes, making writing relevant, so giving the children good reasons to try to write. In the nursery, children make marks on paper that resemble writing and they tell adults what their writing says. This good progress is extended in the reception classes, where children make improving attempts at writing words and short sentences. Copywriting is practised so that children form letters properly. Alongside this, teachers help children to sound out the letters that form words using the 'Success For All' scheme. Teachers follow the routines of this scheme with great care and the good teaching that results helps the children to grow in confidence. With this confidence they match and write a letter shape to a sound and they begin to develop independence in their writing. All of this work provides a good foundation for the children to begin Year 1 of the National Curriculum and the majority reach the early learning goal by the end of the reception year.

### **Mathematical development**

80. On entry to the nursery class the children's mathematical development is below that expected. During the year their progress is good and they enter the reception classes with standards that are close to those expected for children of their age. The basic skills of numeracy and mathematical understanding are extended in the reception year. By the time they reach Year 1, the children have learned well and they have a sound grasp of the mathematics they need for the first year of the National Curriculum.
81. In the nursery, the children sing number songs and this helps to reinforce their learning of numbers. They investigate number by threading beads to make patterns, learning the names and shapes of the digits 1 to 10. This challenging activity promotes good learning of number and digits. The range of different activities the teachers plan for the children means that they are interested in their learning, and so good learning takes place.
82. The teachers in the reception class provide the children with many activities and experiences so that they develop their mathematical skills through direct teaching and play. In a direct teaching activity, children sorted numbers from one to twenty, organising the sequence correctly and identifying the digits. The work that followed involved discussion about the sequence of numbers and how we order correctly. Most of the children could name the numbers to 20 and some know how to count back from 20 to one.

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

83. In their knowledge and understanding of the world, most children's attainment on entry to the nursery class is below that expected. However, they achieve the standards expected for this area of learning by the end of the reception year. The teachers and learning support assistant provide a wealth of activities to extend the children's understanding of

the world around them. This means they enlarge their knowledge from the starting points of their own home, families and school. Good teaching ensures that children make consistently good progress.

84. The teachers and teaching assistants plan a varied programme for the children in this area of learning. These experiences provide a good foundation for historical, geographical, scientific and technological learning. Children develop a sound understanding and concept of time as they explore the seasonal changes happening around them.
85. The children have good access to information and communication technology. In the reception class, children develop good skills of hand and eye co-ordination to position words to match pictures. They have to control the shape on screen using the mouse pointer. They enjoy this activity, especially when they are successful and recognise their own success by counting the number they have got correct.
86. The quality of the teaching overall is good, and the staff effectively plan a wide and interesting range of activities in order to cover all aspects of this area of learning.

### **Physical development**

87. As children enter the nursery class their levels of attainment in physical development are below those expected. However children make satisfactory progress to achieve the standards required in this area of learning by the time they reach the end of the reception year. Good teaching in this area enables pupils to make good progress from a low base. The children are helped to make good progress in this area of learning because the teachers and teaching assistants use many supportive strategies to help children improve. The outside areas and the gymnasium are all used to help children to develop their gross motor skills and their co-ordination. Skilled teaching also means that the children are taught how to control a variety of pens, paint brushes and glue sticks as they work. For example the children in the nursery are encouraged to hold a pen properly when attempting to write. Children in the reception classes use scissors well such as when cutting shapes to make their collages.
88. The teachers encourage co-operative working alongside physical development in the children's physical education sessions. The children enjoy moving round the hall using different speeds and gaits. The children follow instructions well and respond positively to the challenge of the tasks. They were encouraged in an effective lesson to avoid bumping into one another, to walk, run and skip. With help and guidance many achieved this. They all had great fun in the warm up and cool down sessions.
89. The outside areas are used well to promote the children's physical development. The nursery and reception children play with the wheeled toys. Children in reception practice throwing and catching balls of different shapes and sizes, helping to develop their concentration and their abilities to co-ordinate hand and eye movement. Children make good progress from a level that is below that expected.

### **Creative development**

90. In creative development most children are below the level expected when they enter the nursery class but, as they leave the foundation stage, they have made satisfactory progress and are achieving the levels expected for children of this age. The children are well taught and have many opportunities to learn new techniques and use different materials. Music, mainly in the form of singing action songs, plays a large part in the

routine of the nursery and reception classes, when all join in very well both with singing and actions. Children in the nursery enjoyed a good opportunity to learn the names of some familiar percussion instruments, matching the names to the different sounds they could hear.

91. The children enjoy painting pictures and making collages. In the nursery, children make cakes, ice them themselves then and carefully choose the items to decorate the top. The teachers and support assistant have a good understanding of the skills they are encouraging the children to develop. Careful attention to the development of skills and the use of vocabulary specific to the subject enables the children to achieve well. Again, co-operative and collaborative work features highly.

### **The Resourced Provision for Foundation Stage children with hearing impairment.**

92. The Resourced Provision for hearing impaired children is very good with some excellent aspects. There are two parallel language environments to cater for the children's' needs, one British sign language base, one an English base. The children attend each base for a number of sessions per week. Although this maintains a bilingual programme it caters for individual children's preferred language. The overall aim is to achieve age-appropriate language by the time children enter full time schooling. At present there are five children in the resourced nursery who are aged between two and three years old, two of these children are from different ethnic backgrounds. All children have been identified as having severe to profound hearing impairment. Children spend morning time in the resourced bases, then, those who are three, go into the mainstream nursery in the afternoon, with the appropriate amount of specialist support relevant to individual needs. The very good integration opportunities ensure full access of learning to the early years curriculum for all the hearing impaired children.
93. All children make good progress in relation to the specific targets in their individual educational plans during both base and mainstream times. The hearing impaired children have equality of access and opportunity to the full curriculum and make progress in their integration sessions in communicating their needs. Progress in independence is in evidence when the children choose their own activities, tidy away willingly and make good attempts to dress themselves for outdoor play. The children identify their own name card and self register by posting it in the small class post box.
94. The personal and social abilities of the hearing-impaired nursery children are developing well and their behaviour is very good and at times excellent. Children are settling very well in nursery and establish effective relationships initially with the teachers of the deaf and deaf instructors in their base, then with mainstream staff and children. Snack time in each language base offers very good opportunities to develop interactive social language opportunities. An example of this is when the children decide for themselves, which coloured apple, they will choose and ask for the apple to be peeled. They sit happily together enjoying their fruit and drink. Though happy to play alone they also play alongside other children and are beginning to maintain interest in both directed activities and activities of their own choice. The children are developing good turn-taking skills and co-operate both in small and large activities. During registration time in mainstream nursery they join in the welcome activity by shaking hands with the children sitting next to them. All nursery children sign their welcome as well as greeting each other verbally.
95. The language and literacy abilities of the hearing impaired children are just beginning to develop. The hearing impaired children enter nursery with extremely limited speaking and listening skills. Individual educational programmes are very well planned to take account of the children's needs, to for example enable the children to accept responsibility for

switching on their hearing aids. The children particularly enjoy listening, singing to nursery songs and rhymes. The good progress made is shown in their attainment towards the specific individual educational targets. The British sign language base focuses on the child's understanding and use of signs with the associated development of visual attention span. There are very good individual educational plans to target these areas. The good progress made is shown by the attainment towards these targets in both their receptive and expressive language.

96. The children can recognise their own name and know that words and pictures carry meaning. Older children can sign the letters of the alphabet and can follow the story line of for example 'Postman Pat'. With support they are able to form their own sentence from picture cards, for example 'three girls laughing'. Pre-writing skills are beginning to emerge mainly through paintings. The children enjoy role-play with adults and each other in both bases and mainstream nursery. All make good progress and in mainstream nursery this is because the teacher is continually reinforcing language with some signing.
97. In their mathematical development most hearing impaired children enter nursery unable to count. The nursery routine of directed activities and self-chosen opportunities ensures children become aware of number, shape, space and size. The children make good progress; older children can count reliably to ten, while younger children match colours with some accuracy and show a growing understanding of number by for example fetching two cushions for two children.
98. The children's knowledge and understanding of the world is developing by exploring for instance the properties of sand and water. They are beginning to communicate through sign or speech about for example how, as the weather gets warmer, flowers will begin to grow and we can smell them. Through watching a video about the Egyptians they are beginning to see the wider world environment and to widen their vocabulary. They begin to understand that the desert is very hot and that the pyramids are very big, much bigger than a man.
99. In physical development the nursery children move confidently and imaginatively with varying degree of control and co-ordination. The children have equal access to the bikes in the nursery play area and ride between selected control points. They are aware of the need for safety and so are careful and considerate to one another. They are developing an understanding of positional language such as on, in, and under. Fine motor skills are being established with brushes and crayons. Older children can use construction materials safely, with increasing control and are beginning to share and play together when for example playing with a dumper truck and a crane.
100. In creative development the children respond to what they hear and feel, for example the teacher beats the drum and most can clap to a simple beat and attempt to play the beat on the drum for themselves. They demonstrate a very good understanding of loud and soft music when beating the drum. They jump to the beat of the drum from one carpet tile to the next. They roll play dough and make shapes using pastry cutters and scissors and decorate their pyramids by stamping animal shapes on them. Songs and actions are used very well to reinforce learning. The very structured method of teaching sounds is very well linked to singing and the children enjoy this activity.
101. The quality of teaching in the hearing impaired nursery is very good and sometimes excellent. Staff have a very secure knowledge of the early learning curriculum for nursery children and provide very well planned lessons with learning objectives matched to children's needs and abilities. The staff in the British sign language base, plan separately from the staff in the English base, but all staff are fully aware of all daily, weekly and long

term planning. Each child has a very good and individual educational plan, which has specific targets to ensure full access to and benefit from the intensive language programmes undertaken each morning within very small teaching groups. The planning in both bases ensures continuity and progression across both bases and dovetails into the mainstream nursery planning. Staff provided continual support in mainstream nursery to ensure all integration opportunities are purposeful as well as social. Children are assessed on entry into nursery and the day to day assessment based on this is built into the very effective planning. The continual monitoring and assessment by the hearing-impaired support staff not only informs future teaching and planning but also has a very positive impact in children's progress within this very good provision.

102. Specialist staff includes three teachers of the deaf, two deaf instructors and a communication support worker, who all work together very effectively as a team with their expertise in signing ensuring good support and team teaching alongside the mainstream, nursery staff. There are exceptionally good links developed by staff with parents before the children enter nursery and this is continued throughout the children's nursery education. Staff have excellent links with mainstream school staff and they have provided good courses for them on how to manage the needs of hearing impaired pupils and on signing. At present there is a lunchtime signing club for mainstream pupils provided by staff from the hearing impaired nursery. There are good links established in the ongoing weekly sessions for pre nursery children, with parents.

103. The hearing-impaired nursery children have full access according to their preferred language in all areas of the early years curriculum. The school fully complies with the Code of Practice, assessment reporting and recording requirements. The school is fully meeting statutory requirements regarding statements of special educational need for hearing impaired children. Both the manager of the nursery and the school's special educational needs co-ordinator are very dedicated to full inclusion in every aspect of nursery life for these children and because of this very close team work, all children enjoy a fully inclusive nursery education.

## **ENGLISH**

104. There has been good improvement in standards in English since the time of the previous inspection but pupils' attainment is still low when compared with that of most eleven year olds. In 2002 national tests for eleven year olds, the proportion of pupils who reach the expected level was well below that of most schools, but average when compared with similar schools and in comparison with prior attainment. This is a significant improvement and merits overall good progress.

105. Pupils' attainment at the end of Year 2 is very low when compared with national expectations for seven year olds but average for writing when compared with similar schools. Standards are affected across both key stages by the large percentage of pupils who are in the earlier stages of learning English, despite the good additional help given to these pupils by the support staff. Also the significant number of pupils with special educational needs impacts upon the attainment of reading and writing. At present too few pupils across both key stages are performing at the nationally expected level for their age, and the percentage expected to achieve the higher level 3 at the end of Year 2 and level 5 at the end of Year 6 is very low. There is however indication of a clear improvement in standards across both key stages because of the recent literacy scheme introduced into the school and learning with this scheme is very good.

106. Teachers are working hard to raise standards in literacy. All have received recent training in the recently innovated 'Success For All' scheme of work. This scheme covers the elements of the National Literacy Strategy but has more emphasis on developing phonic knowledge, providing an effective learning process for the pupils. Many components make it enjoyable with opportunities for partner work, which is promoting co-operative learning and obviously increasing the pupils' participation. The pupils are grouped according to ability and the work is differentiated and very focused. A Family Support Group is involved in the scheme to ensure all pupils improve.
107. Standards in spoken English are below national expectations at the end of both key stages, although given the limited skills many pupils have on entry to school their achievement is good. Most pupils listen attentively to the teachers' introductions and explanations, though a few find it difficult to concentrate fully on what is being said. In good and very good lessons, teachers help pupils to maintain their attention over long periods by giving them short breaks during their thinking and concentration time. Pupils are encouraged by the teachers to speak in clear sentences, but many pupils have a very limited vocabulary and a poor command of structures. This prevents them from articulating their ideas effectively. These pupils often answer questions with one word answers and find it difficult to find the vocabulary they need to describe or explain. Skills of spoken English are generally developed well across both key stages in class discussions, where teachers use questioning well to extend the pupils' use of English and to introduce new vocabulary. Most teachers build upon pupils' previous knowledge and extend vocabulary encouraging the pupils to do the same; for example, a Year 5 teacher leads a discussion about 'virtual reality' and 'genre'. The pupils are obviously familiar with this vocabulary.
108. Many opportunities are planned within this English scheme to allow pupils to practice and consolidate their skills effectively with a partner or within group work. This ensures that all are involved in the learning in class. Because of the very good teaching across both key stages good progression is evident. Pupils try hard to articulate their answers clearly to challenging questions from the teachers, although their range of vocabulary is less than normally found among pupils of the same age group. Some of the oldest pupils speak with confidence. They reflect on their favourite subjects, the highlights of their time in school, school visits which they have enjoyed and their favourite authors. By the end of Year 6 many talk and listen with assurance, giving their points of view in class discussions, for example, they talk persuasively about improving the playground and providing indoor play. Most of the older pupils are able to support their arguments very effectively with well-balanced opinions.
109. Standards in reading are below average at the end of both key stages although achievement is good. Many pupils by the age of seven demonstrate an enjoyment of reading and respond well to humour or interesting content. The higher attaining pupils in Years 1 and 2 read fluently and reasonably expressively and talk about aspects they particularly like. They use their good knowledge of phonics and picture cues to work out unfamiliar words. All the teachers promote a love of books. From Year 1 pupils are taught to find information from pictures and word shape. Year 2 pupils read fairly accurately and fluently with understanding. Most are able to retell the story and are developing an increasing awareness of the plot and part played by the characters. Some pupils are able to predict what might happen next. Very few pupils in Years 1 and 2 know the names of authors. These pupils enjoy reading to their partners or an adult. Many are beginning to distinguish between books that tell them stories, and about those where they find information about such things as mini beasts.

110. Pupils in Years 3 to 6 read a range of texts and understand characters and events well. By Year 4 pupils read with expression and have underlying understanding of the text. Most clearly enjoy reading and ask relevant questions about the text, for example, from 'The Village of Round and Square Houses' they ask what is homesickness? Most reading lessons are highly structured and delivered according to the prescriptive format in the scheme. By Year 6 pupils show a wide range of ability in reading. Many have favourite authors and are able to name the titles of books written by J K Rowling, Roald Dahl, Jacqueline Wilson and Dick King Smith. The pupils with difficulties in reading are well supported individually and in small groups and achieve very well. The skills needed to read with deeper understanding are being taught at an appropriate level in whole class and guided group reading time. Many pupils appear to enjoy reading and regularly take books and reading diaries home. The home school relationship is improving and most parents have regular entries in the diaries for the past month. Nearly all pupils have a good phonic knowledge and are able to tackle the recognition of new words. This is built systematically throughout the school within the guidelines and planning for the new scheme.
111. Although pupils in Years 3 to 6 know how to find out information using headings, diagrams and text, the limited use of the school library is restricting pupils' opportunities and knowledge of how to research information from books. Library facilities were not seen being used by any classes during the inspection. When questioned Year 6 pupils have knowledge of the simplified Dewey classification and colour-coded systems used. Some pupils know how to download information from the Internet. The library is attractively set out providing a good range of non-fiction and fiction to meet the pupils' needs. Also there are very good up to date books covering personal, social, health and citizen education. Pupils are able to borrow books from the library to take home but this facility is under used as only 15 books were borrowed during last month. This is having a detrimental effect on attainment and interest in reading as many pupils do not have ready access to appropriate material in the home. Many teachers have created attractive book corners in classrooms across both key stages.
112. Although most pupils make good progress overall in writing in Years 1 and 2, their writing skills are low when compared with most seven year olds. Most pupils know that sentences begin with capital letters and end with full stops; many transfer this knowledge into their everyday writing. Handwriting varies from well formed letter that are consistent in size and appropriate spaced to poorly formed letter with no spaces between the words. A few pupils are beginning to use punctuation in their sentences. Pupils across Years 1 and 2 are now starting to use phonic knowledge effectively in their spellings as a result of the very specific teaching they have received recently. By the end of the key stage, a few pupils write simple stories and character profiles displaying a developing use of descriptive language, for example, Year 2 pupils describe the feelings of the people in the story as 'proud', 'glad', 'happy'. Clear evidence of good progress by the age of seven and pupils' writing skills have developed. Pupils show confidence in what they have learnt from the teaching of this new English scheme and they clearly have been taught well the building blocks of writing. The handwriting and presentation overall is fairly neat but very little evidence of cursive writing.
113. With the very good teaching for pupils in Years 3 to 6, they are beginning to adapt their writing for different purposes but many still do not have an adequate command of different styles and uses of English. Orally older pupils are beginning to develop a good sense of audience, and higher attaining pupils in Year 5 and 6 are starting to use expressive, descriptive language in their writing. They organise fiction and non fiction writing for specific purposes, for example, stories, poems, accounts, diaries, letters to favourite authors and biographies but most still require a great deal of guidance to accomplish this

successfully. Year 4 pupils invent their own fable, for example, 'how the pig got a curly tail'. Pupils respond well, with very good group discussion, pupils are well motivated and eager to discuss and write their own stories. The older pupils can articulate what they as a group have considered and put forward in their persuasive writing, for example, about the pressing need to develop an outdoor play area. All pupils have good ideas, and write persuasively making their argument very convincing. For example, one Year 6 pupil writes "we all strongly believe that more activities will get people out of our fabulous school and on to the playground at dinner time". Year 6 pupils imitate the style of Roger McGough and his humorous poems. Very good descriptive words enliven their writing about Under the Sea, for example, "the sea is calm, relaxed, soothing and magical". Overall the presentation is fairly neat but many pupils are still printing.

114. The quality of teaching across both key stages is very good with some excellent teaching. Excellent teaching was observed in Years 2, 3 and 6. Overall the very good and excellent teaching is reflected in the use of the structured teaching approach and in the teachers' very secure knowledge and understanding of the subject. Teachers use every opportunity to extend pupils' knowledge of spelling, for example, a Year 2 teacher asks, "what's tricky to remember about friend". Pupils answer silent 'i'. Teachers make excellent use of the learning styles many pupils find easiest to use, for example, visual learning and auditory learning. Most teachers use voice tone very effectively to promote good listening skills. The teaching is usually well pitched to challenge all the pupils very appropriately and inclusive so all pupils are equally involved in the lessons. Most teachers have high expectations, plan well, routines are well established and the pace of lessons is very good. Attitudes and behaviour in class are never less than good, mainly very good overall. Pupils willingly collaborate, respond well, and are attentive and interested in the teaching. All pupils are very well managed by the teachers.

115. The new literacy scheme is in the early stages of implementation and is followed by all teachers. This means there is a coherent approach to the teaching of English throughout the school and that learning is built on systematically. This enables teachers to more precisely target the learning needs of their pupils. Targets are set for groups of pupils and individuals and pupils' progress is now tracked through assessment procedures every eight weeks. The effective and enthusiastic leadership of the co-ordinator has influenced these improvements. She has been able to monitor teaching both directly and by scrutinising planning and providing helpful feedback to colleagues. The recent improvements in resources in the form of textbooks and reading books have broadened the scope and interest for teachers and pupils. The high levels of pupil mobility hamper the school's efforts for improvement, when pupils join the school in the early years, but leave before the end of Year 6.

116. The school has used the services of a professional storyteller. "He enraptured pupils at the school with his amazing story telling skills." (Quote from local paper). A local charity ' Learning Partnerships' designs and delivers a reading programme to the school. Local business people give up their working time to run the programme. It aims to make learning fun and reading enjoyable. This is an excellent initiative improving pupils' reading and writing skills and developing good social skills. Pupils with special educational needs are catered for very well through the differentiated work in the planning and through additional support for social groups and individuals. They make very good progress towards the targets in their individual education plans with skilled direct teaching designed specifically to meet their needs. Pupils for whom English is not the home language are very well supported when they arrive in the school, either in the Foundation Stage or at a later stage. The level of English language acquisition of these pupils is assessed carefully. Well focused support is given by bilingual speakers to ensure their full inclusion in the life of the school and accelerated progress in their acquisition of English. The

progress is monitored as they move across the key stages. As a result pupils' needs are effectively met in understanding and using English and many attain the standards of which they are capable. These pupils also make very good progress.

## **MATHEMATICS**

117. Standards in mathematics are average by the end of Year 2 and below average at the end of Year 6. At the time of the last inspection, standards were well below the average. Pupils achieve very well in Years 1 and 2 and well in Years 3 to 6. The schools' results are depressed by a number of factors, including high numbers of pupils who join the school part way through their primary education, the significant number of pupils with special educational needs and also those who do not speak English as their first language. Pupils in this school do well in their mathematics lessons. This is because they are taught well, given every encouragement to succeed and learn well. There is no significant difference in the attainment of boys and girls.
118. The school has implemented the National Numeracy Strategy well and the recent initiative to improve the mental mathematics part of the lesson has had a positive impact on the pupils learning. Inspection evidence indicates that those pupils with significant learning difficulties make good progress in relation to their individual education programmes. This is because of the very good support they receive in class from good quality teaching assistants. Similarly, the very good support given to pupils from ethnic minority backgrounds enables them to achieve well. Progress is particularly good for those pupils who are at an early stage of acquiring English. This is because teachers focus carefully on their needs, so that pupils are enabled to concentrate on the mathematical concepts being taught and are not held back because of their lack of understanding of English. This reflects the truly inclusive nature of the school. An example of the caring attitude of the teachers was demonstrated when one teacher gave particular encouragement to a child by praising her in her first language.
119. The subject managers have carefully analysed which areas of the subject pupils find most difficult. As a result there has been a rigorous review of mathematics throughout the school resulting in upgrading the support materials the teachers use and the increased attention on mental mathematics. Teachers now focus on this area. They present calculations in a variety of forms and set problems in a mixture of ways to make pupils aware of different possibilities and ways of finding answers. Consequently, pupils are beginning to show much better understanding of their work. This was demonstrated very well in a Year 2 lesson, when pupils completed tasks on adding and subtracting. They used a number of mental calculations and strategies to work out the answers. They worked collaboratively and helped each other by explaining and discussing the methods that they used.
120. During the inspection, teaching and learning ranged from satisfactory to excellent. Teaching for the pupils in Years 1 and 2 was very good overall. The very good features of these lessons were seen in the very good pace of the learning. Teachers had high expectations of the pupils and this meant that the challenge for pupils of all abilities and backgrounds was demanding. All tasks set for the pupils were carefully matched to their individual needs and as a result the learning for all pupils was very good. As a result the pupils were keen to achieve and succeed. For example, in a Year 1 lesson, the teacher's high expectations and excellent explanations of the work to be done meant that all pupils, including the less able, were fully involved and motivated. The wide and demanding range of tasks matched the pupil's individual needs exactly.

121. The quality of teaching and learning for pupils in Years 3 to 6 is good overall. Most lessons start with revision of previously taught skills and the lesson objectives for the day are displayed on the whiteboard. The quality of learning is better where there is a clear match of work that is targeted to the needs and abilities of the pupils. The teachers have high expectations of the pupils and this is clearly seen where the teachers plan challenging work to engage the pupils' interests. The pupils concentrate very well and put a lot of intellectual effort into their work. Teachers have a very encouraging manner with the pupils and maintain discipline in a consistent way throughout the school. This is indeed a strength in their work and this consistency of approach means that the pupils learn in a very secure environment. In classes where pupils can be troublesome the quiet determination of the teachers that the pupils will listen and learn ensures that this happens. Staff encourage the pupils to share their ideas and, with their learning partners, find the correct answers. This helps the pupils' social development as well as giving them the responsibility for their own learning. The pupils enjoy their lessons and are very keen to get the answers to the problems right. In a Year 3 lesson effective teaching strategies encouraged co-operation and sharing within a good working atmosphere. Here the pupils learned very well and were pleased with their achievements.
122. The teachers work hard to ensure that the pupils learn and achieve well. For some pupils who have low levels of attendance in school they miss vital parts of their learning. This has a significant impact upon the way they learn. However, the teachers are quick to compensate for the time pupils miss in school. For example, in a Year 6 class the teacher ensured that a pupil who had been absent on the previous day was given one to one help from a teaching assistant so that she could catch up the learning she had missed. This was a very good strategy to ensure continuity of learning. In most classes, teachers mark pupils' work carefully. In general marking across the school gives a clear indication to pupils what they need to do next to improve. In some year groups pupils have targets set in the front cover of their exercise books. Consequently, the pupils have personal targets to aim towards. In some lessons information and communication technology is used well to support the pupils learning. For example, in a Year 5 lesson two pupils worked on the computer learning about decimals and this mirrored the learning for the rest of the pupils.
123. The subject managers are very enthusiastic and give good leadership to colleagues. Both have worked hard to improve the provision in the school and have a clear vision for future developments in the subject. The school keeps a very good check on how the pupils perform and this allows the teachers to keep a careful watch on how the pupils get on in lessons. Resources are satisfactory overall and used well to help the pupils learning.

## **SCIENCE**

124. By the time they reach the ages of seven and 11 pupils achieve standards which are in line with those found nationally, and they make good progress overall. This represents an improvement since the last inspection, when standards were found to be satisfactory at seven, but below expectations at 11.
125. Pupils in Years 1 and 2 make good progress. They learn about electrical circuits. They work as 'electricity detectives', finding out which appliances in the home need electricity. Year 2 pupils are able to talk about how materials are changed, for instance by heating, and how some changes are 'permanent' while others are 'reversible'. Their

teacher encourages them to use these words with understanding, and this makes a good contribution to their basic language development.

126. Good progress is made between years 3 and 6. All areas of science knowledge are given appropriate coverage. The work is often presented in 'fun', lively ways, and is well adapted to the needs of all, including those with special educational needs. In Year 6 pupils learn about how light is reflected from different surfaces. The teacher's good use of discussion and lively, practical approach ensure that everyone is fully included. The work consolidates their understanding of the properties of light, as well as providing very good opportunities for working together to carry out scientific investigations.
127. The teaching of science is good throughout the school. In both infant and junior classes teachers expect their pupils to work hard, and behave themselves sensibly. They use a variety of very good teaching methods, which are well suited to the range of abilities in their classes. Teachers generally manage their classes very well, so that best use is made of the time available, and they get the best out of all their pupils. In a Year 1 lesson, for example, the teacher made the work interesting and exciting for all the pupils. Measuring how far different sounds travelled involved everyone, and the very good teaching enabled them all to be fully involved in the investigation.
128. Assessment procedures are largely done at the ends of topics. Work has recently begun to produce a portfolio of pupils' work, arranged according to the National Curriculum levels achieved. This will help teachers to assess their pupils' understanding more accurately, and inform their decisions about next steps in learning. This development needs to be hastened, so that teachers have a clearer picture of what their pupils understand and can do.
129. The good teaching enables pupils to learn well. Discussion of what is to be learned in lessons, and looking back to see if this has been achieved, enables pupils to develop a very good understanding of how well they are doing. The interesting, often practical nature of the work, and the way in which it is structured, so as to develop pupils' understanding in a progressive way, ensures that they all learn well.
130. Because of the good teaching, pupils develop positive attitudes towards the subject. In the infant classes pupils show very good attitudes and behaviour. They work very willingly, and can discuss their activities with understanding and enthusiasm. In the junior classes they continue to show good attitudes, many saying they like science, and find it enjoyable. Throughout the school the practical activities give pupils good opportunities to share and co-operate, and they respond well, by listening to the opinions of others, and taking turns well. Work such as that done by pupils in Year 2 about how food goes mouldy makes a worthwhile contribution to pupils' personal and health education.
131. The use of information and communication technology to support learning is underdeveloped. Quite often, computers are available in classrooms, but are either left switched off, or are on but not used. Teachers do not make sufficient use of opportunities when the computer could make a worthwhile contribution to the work, such as by the use of graphing software to show results, or by presenting work more clearly by the use of a word processor.
132. Two teachers effectively manage the subject jointly, one from each key stage. They manage the budget for science and see that resources are purchased in accordance with the School Development Plan. Resources are sufficient for the needs of the school, but some are old and in need of replacement. Due consideration is given to safety

aspects, so that teachers and pupils are aware of the need to work safely, particularly when engaged in practical investigations.

## **ART AND DESIGN**

133. Standards in art and design are at levels expected nationally for pupils aged seven and eleven. This finding is the same as at the time of the previous inspection. Two art lessons in Years 3 to 6 were observed in the course of the inspection, none in Years 1 and 2. Evidence from planning and work already completed indicates that pupils are given opportunities for the systematic development of appropriate skills, knowledge and understanding. The scrutiny of pupils' work indicates that most pupils make sound progress, and pupils with special educational needs and those with English as an additional language make good progress and achieve well because the learning opportunities are a challenge and interest them.
134. In Years 3 to 6, pupils are given a variety of media in which to express their ideas. For example, pupils in Year 1 paint using thick brushes, they draw and colour self-portraits with crayons. An excellent collection of commercial sculptures, for example, 'the three thinkers' is on display for the pupils to copy. Their work shows satisfactory observational skills and that they have considered different colours for different features. They fold, curl and roll thin card to make simple sculptures. Year 2 have experience of puppet making with teaching from a professional puppet maker. Pupils' work is often appropriately linked to topics, for example, the local environment and some work includes multi-cultural dimensions such as the Mendhi patterns. In Years 3 to 6, the small amount of work seen in sketchbooks has little substance. In many cases drawings lack the proportions and detail expected for pupils of this age. Year 3 pupils draw self-portraits linked with the literacy work "I am special, I am me". Good collage is seen in Year 3 with a display of painted figures of themselves playing netball. Year 4 pupils use clay to sculpture Greek masks. This involves pushing and pinching the clay to create the features, especially the open mouth, so that the actor's voice would be heard. Year 5 pupils develop printing techniques very effectively using polystyrene and printing ink; also they base some ideas on African designs. By Year 5 evidence that art and design is becoming a strong feature of the pupils' work is seen throughout the school. A huge mask is displayed made from willow and tissue paper, used as part of the Jubilee presentation of music and dance to Queen Elizabeth II. Year 6 produce three-dimensional work using papier mâché to make masks.
135. Teaching seen in Years 3 to 6 is good overall. Teachers have a secure knowledge and understanding of the subject. Lessons are well planned and prepared with good, clear learning objectives; they are well structured with practical work, often in groups. Teachers build upon pupils' prior learning to ensure that progress is continuous. For example, a Year 3 teacher reminds class of work done previously by showing an example. She asks them "what sort of pattern is this?" They know it is repeating. Year 6 teacher uses every opportunity to extend pupils' learning. For example, in discussion the word mosaic is used. One pupil shows clear understanding of the meaning of this word "small cut pieces of coloured pottery". The good, clear teaching in both classes ensures that pupils know exactly what to do but at the same time have independence to experiment with the full range of materials available. All pupils are well managed, stay on task and sustain their concentration. Pupils take good care of materials and equipment they used as they tidy away efficiently. Pupils evaluate one another's work and respect the opinions of others in their class. This helps them to improve their own work and gain a deeper understanding of art. Very good support from learning support assistants encourages the pupils to experiment and use the full range of materials.

136. Art and design make a very good contribution to the pupils' spiritual, moral, social, cultural and personal development as they learn how, for example, artists used their art to communicate the beauty of the world around them. It also contributes to language development, as pupils are encouraged to discuss their own work and that of others. There is a contribution to mathematics skills through a study of pattern and shape. There is also development of information and communication technology skills through software programmes.
137. The school extends the pupils' experience in art and design by inviting professional artists to talk and work with the pupils. A puppet maker, professional artist and wire sculptor have developed the pupils' skills across the whole range of art and design.
138. The subject is effectively led by the co-ordinator. The policy was updated in 2001. The scheme of work is based on national guidance but modified to the needs of the school. Assessment is informal by the class teacher. No formal monitoring of class teaching is in place but the co-ordinator monitors the planning. The subject is well resourced.

## **DESIGN AND TECHNOLOGY**

139. During the inspection it was not possible to see any Design and Technology lessons. Evidence was gathered from looking at pupils' previous work, displays around the school, and discussions with staff and pupils. Standards are judged to be in line with expectations at the ends of both key stages, and pupils make satisfactory progress overall.
140. Pupils are given a series of worthwhile experiences as they move through the school, but the development of D&T skills is not systematic enough. In the infant classes pupils are introduced to the designing, making and evaluating process, and learn the basic skills of cutting, joining and combining materials. In Year 2, for example, pupils designed and made their own model vehicles. The finished models, together with pupils' planning sketches, showed how they had worked through the different stages of design.
141. As they progress through the junior classes, pupils continue to develop the range of their design experiences. There is still, however, a lack of cohesion between the different tasks, and this means that they experience a variety of skills and processes, but these do not build together into an effective progression. Recently, for example, Year 6 pupils designed and made model helicopters. Part of the design brief was to include moving parts, and pupils showed their ingenuity in devising several different mechanisms. This work showed that, by the time they reach the end of the year, pupils should be achieving the required standards.
142. The subject is effectively managed, and the subject manager is appropriately experienced and qualified. Resources are kept centrally, and are well organised and safely stored. Some are old, unattractive, and in need of replacement.

## **GEOGRAPHY**

143. Standards in geography at the end of Years 2 and 6 are average. This represents good progress. Pupils make good progress because of a relevant and interesting curriculum. The curriculum is clearly focused on enquiry, looking at change and map

work. These areas engage the pupils and cause them to look systematically at the topics they are studying.

144. The pupils develop their mapping skills well. Younger pupils in Years 1 and 2 draw maps of their journeys to school in the morning, identifying key landmarks on the way. Older pupils in Year 3 investigate maps of the local area and note the different human and physical features they have observed. They consider the wider world and complete world maps showing the equator, the tropics, the polar regions and the subsequent differences in the weather. Pupils continue to achieve well and, by the end of Year 6, they have a good knowledge of how to use maps and atlases and can for example find named coastal towns in Wales or two bays found along the British Coast. There is good use of information technology to support presentation of their work when for example they compare the weather in York with that of Malham Tarn in the form of a graph.
145. At the time of the inspection geography was not a focus for teaching and so only one lesson was observed, consequently no overall judgment can be made on the teaching of geography. Teachers make good use of educational visits, video and photographic material to help the pupils become aware of their immediate locality and the wider world. An example of this was in the one lesson observed in Year 2. The excellent teaching in this lesson resulted in pupils achieving very well. The teacher's planning, use of resources, management of pupils and challenge for all abilities enabled very good learning to take place. The pupils gained a very firm understanding of how some materials can be recycled and used again and again. Year 4 pupil's study villages and cities in Kenya, and contrast the weather, transport and buildings with those of Leeds. They study the effects of different climate on lifestyles. Year 6 pupils visit Whitby and using information technology present the results of their fieldwork very attractively.
146. There is a good scheme of work based on national guidelines. Scrutiny of pupils work shows that this has been followed appropriately. This is an improvement since the last inspection. The content of work is enhanced by the quality of its presentation, which overall is of a good standard. The teachers marking of books show that there is satisfactory day-to-day assessment of the work with assessment at the end of each unit of work. The coordinator is presently involved in forming a portfolio of work to aid teacher assessment further. The curriculum provided enables all pupils, including those with special educational needs and those from other ethnic backgrounds to be fully included in all activities. Geography makes a satisfactory contribution to the pupils' spiritual development and a good contribution to their moral, social and cultural development.

## **HISTORY**

147. Standards in history at the end of Years 2 and 6 are average. Teaching and learning are good and the pupils achieve well and make good progress. This is a similar position to that at the time of the last inspection when progress was judged to be good. The pupils achieve well and make good progress as the result of good teaching and an interesting and stimulating curriculum, which engages the interests of the pupils. The pupils' learning is firmly rooted as far as possible in historical enquiry.
148. In Years 1 and 2 the pupils are developing a clear understanding of people in the past and how they lived. They look at a selection of their toys and consider which are a few months old and which are the oldest. They organise them in a timeline to show their relative ages. In Year 2 the pupils study the life and times of Guy Fawkes and all about the Gunpowder Plot. They consider the impact Florence Nightingale and Mary Seale had

upon the poor wounded soldiers during the war in the Crimea and think about the difference these brave ladies made to the way they were treated and how they lived.

149. The pupils have opportunities to extend their learning by taking part in educational visits to places of historical interest. Year 6 pupils go on a residential visit to Whitby where they learn about how this famous fishing town has developed over the years. After their visit the pupils combined their geography and information technology skills to produce web pages about the different places they had visited. In this way the pupils developed their skills in a range of subject areas.
150. The pupils in Year 5 have been looking at the life and times of the Tudor monarchs. They found out that the life experiences for rich and poor people were in fact very different. The pupils were given a very good opportunity to experience exactly what it would be like to be a Tudor when some outreach workers came to the school from Temple Newsam, a local Tudor house, with lots of artefacts from this period in history. The pupils had a chance to find out what it would be like to dress in Tudor clothes, listened to Tudor music and to handle Tudor artefacts. In these sessions the pupils had very good opportunities to handle a wide range of artefacts and to give their ideas and opinions. In this way the pupils develop a clear understanding of the many different ways that people find out about the past and what it was like to live in these very different and exciting times. Very good learning took place in this lesson because the pupils were very involved and interested.
151. In Year 3 the pupils learn about the Ancient Greeks and the legacy they left for us in this present day. They learn about the origins of The Olympic Games and how some of the Greek City States were very war like. In Year 4 the pupils learn about the Saxons and Vikings discovering how very different their homes were from those we live in today. Attractive displays of pupils' work and questions guiding the pupils' learning make a significant contribution to how the pupils' learn.
152. To support learning through first hand experiences the pupils use source materials and experience life at particular times through visiting places of historical interest or by listening to visiting speakers. The use of timelines clearly fixes the pupils' learning in a chronological sequence. The use of information and communication technology aids the pupils' learning.
153. The subject managers are keen to see the subject further developed throughout the school. Resources in the school are satisfactory and the school makes effective use of a wide range of resources in the locality.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

154. Levels of attainment in this subject for pupils by the end of Year 2 and Year 6 are similar to those found in most schools and this represents good progress. The previous inspection judged attainment to be above average by the end of Year 2 and well above average by the end of Year 6, however no lessons were observed. A total of seven lessons were observed during this inspection, three in Years 1 to 2 and four in Years 3 to 6. Inspectors felt that in Years 1 and 2 teaching and learning overall was very good because of the skilled teaching and very good subject knowledge. In Years 3 to 6 teaching and learning was good, with confidence to teach the subject growing quite quickly, because of the additional and ongoing training that staff are receiving. This is a subject that is developing rapidly throughout the school. Attainment will rise as opportunities are

seized to build on the pupils' experiences, in particular day to day use within the classroom situation.

155. Pupils in Years 1 and 2 use the mouse competently to select and move things on screen. During a Year 1 lesson they very competently use graphic software to create their own pictogram showing their favourite fruit. Higher achieving pupils very quickly discover alternative ways of representing information using pie charts and block graphs. Pupils are able to type names, change colour and the size of text. Year 2 pupils write letters expressing their views about the litter in the playground. They use the Internet to obtain further information for their science topic about 'electricity'. Using Roamer language the pupils are able to record a set of instructions to test on the Roamer.
156. Pupils in Years 3 to 6 can combine a range of text and graphics, using a variety of techniques to present the information for different audiences. Most Year 4 pupils can enter, save and retrieve work and plan and command to make things happen. Higher achieving pupils can control equipment by a series of instructions. Because of the poor ventilation in the computer suite some pupils find it difficult to sustain concentration and consequently this affects their learning. Year 6 pupils are learning to find information on an Internet site. They access the web site by logging their name and then inputting their password. Pupils develop their search skills and are clearly used to looking at different science pages to look for the information that they need but, they are unsure of the names of the various search engines. Other pupils work with a partner with control equipment, programming a set of traffic lights to light up. They are able to program the lights to come on, change to red, yellow, off and then green for on.
157. Pupils with special educational needs and those from other ethnic backgrounds are very well supported, and when necessary resources are adapted to meet their needs. The very good teamwork between teachers and support assistants ensures that all pupils have equal access to the curriculum and are fully included.
158. Increasingly the subject is being used to develop other areas of the curriculum. During the inspection this was evident when Year 5 pupils used the Internet to search for information about Henry VIII. There is good clear teaching showing how to copy from the web and pupils follow these instructions stage by stage successfully. Because the teacher demonstrates carefully the pupils are able to copy pictures and resize them. The digital camera is used increasingly to improve the presentation of work. Pupils record pictures of for example containers that occur in nature such as peas, beans and birds' nests and include these in their final presentation. Teachers maintain a good pace to lessons and usually retain pupils' interest. Work is always appropriately challenged and good opportunities are planned so that pupils work with partners. Throughout all work most pupils work very well with a partner. The pupils' attitude to learning, the very good organization and interesting subject matter of lessons, ensures pupils are engaged and learning is very secure.
159. There is a thriving Internet club. Following a visit from a representative from a software company pupils produce very good work centered on their visit to Whitby. They are developing their own web page. Their work shows understanding of the use of link pages, how to add sound and how to download pictures from a floppy disc.
160. A very enthusiastic coordinator manages the subject very well. There is a very good scheme of work in place that is very helpful to teachers. It is carefully linked to the early years and national curriculum targets. Assessment and monitoring is very thorough. There is a portfolio of work with very carefully produced examples of work across attainment targets. These are very clearly explained and leveled to assist staff. The

previous inspection occurred just after the installation of the computer suite and staff had received little training. The computer suite has recently been refurbished, all staff have received training and there is ongoing training taking place. Staff are invited to complete an audit of their needs so that their needs can be addressed.

## **MUSIC**

161. Standards in music by the end of Years 2 and 6 are average. The pupils achieve well and make good progress throughout the school. This is the result of good teaching and learning. Music plays an important part in the life of the school and, in some but not all classes, makes a good contribution to the spiritual development of the pupils. Standards have been maintained since the last inspection. There are a number of pupils who have taken advantage of the specialist music teaching available and are now learning to play tuned instruments. The provision of music is effective within the school and this leads to good levels of achievement.
162. A secure scheme of work, which gives appropriate help to the teachers has been a good aid to the teaching of music. In the lessons observed during the inspection the class teachers were clear about the pupils learning, enabling the lessons to be delivered effectively and consequently the pupils learned well. In the Year 6 lesson the pupils were encouraged by the class teacher to think about the structure of protest songs. They did this well, and responded very positively to the opportunity to listen to a variety of songs by different composers. When listening to an anti-racist song composed by children in their own year group, they were enthused by the mix of folk and rap styles that helped to emphasise the message.
163. The pupils in discussion talk positively about their music lessons. They value the teaching they receive and talk with affection about the concerts and the music that they have experienced in school. They speak knowledgeably about 'Folk' music; particularly protest songs, and how it can be different from 'Rock and Roll'. The pupils clearly enjoy their singing and look forward to their performances in the community.
164. The music co-ordinator is enthusiastic about the development of music throughout the school. He has identified the need for the pupils to be introduced to a wide range of music and has organised different experiences for the pupils, for example African drum workshops. Resources are satisfactory but in need of further development. The use of ICT is as yet underdeveloped in music and it is in this area that the co-ordinator is keen to move forwards. A whole school approach to checking pupils' skills and understanding is also an area prioritised by the co-ordinator.

## **PHYSICAL EDUCATION**

165. Pupils' attainment in physical education is in line with expectations at the end of Year 2 and above expectations by Year 6. This attainment is similar to that at the time of the last inspection. Teacher's records show that pupils attain the expected standard in swimming.
166. Pupils have good opportunities to practice a range of activities including dance, gymnastics, games and swimming. The school makes good use of the playground for games activities. The school's link with a number of local sports training organisations and the wide range of extra-curricular sporting activities contribute significantly to the progress the pupils make. The good work of the co-ordinator, who is working to update

the school's curriculum, is contributing to improvements in the already good quality of teaching which results in good pupil progress.

167. By the age of 11 pupils can participate in team games with good understanding of position and movement. They develop good skills in gymnastics and execute forward somersaults and other rolling movements to a good standard. Pupils work confidently and develop various interesting ways of balancing on points and using a partner to counterbalance. They can think of different ways of moving on one foot and one hand. They know the reasons why they warm up.
168. Overall the quality of teaching is good. As a result, pupils enjoy the subject and boys and girls participate equally enthusiastically in lessons. They use their time effectively, co-operate well with others and are keen to do their best. They invariably behave well. Teachers set a good example in their own style of dress for lessons. Pupils wear appropriate kit because it is expected of them. Lessons usually proceed at a good pace and classes are well managed. In the best lessons there is a good demonstration of techniques and good use is made of pupils' own demonstrations to refine their technique and improve their performance. In the main good attention is paid to health and safety issues and pupils removed any items of jewellery before lessons.
169. The school participates in a range of inter-school sporting activities, which involves a good number of pupils who enjoy taking part and gain a degree of success. The coordinator is enthusiastic and has a good knowledge of how to move the subject forward. He has produced a clear policy and scheme of work based on national recommendations with additional advice to reflect good practice. Resources for the subject are satisfactory overall. Good use is made of the purpose-built gymnasium, which contributes well to effective learning. There is a good provision of small equipment but a more limited variety of large equipment. Because pupils co-operate well with each other and enjoy competing in a spirit of friendship, the subject makes a very good contribution to pupils' social development.

## **RELIGIOUS EDUCATION**

170. There is satisfactory provision for religious education. The subject is well led by the subject co-ordinator. By the end of Year 2 and Year 6 pupils have achieved the expectations of the locally agreed syllabus. The major world religions of Christianity, Islam and Judaism are studied. Religious education permeates the life of the school. Pupils' understanding of differing religious beliefs enriches their own spiritual, moral, cultural and multi-cultural lives. Since the last inspection when attainment and provision at both key stages were judged to be at the expected levels, they have remained the same.
171. When pupils enter Year 1, they have some background knowledge of the main traditions of Christianity and other faiths. By the time they reach the end of Year 2, they have learned much more about the Christian festivals of Christmas and Easter, and the Islamic festival of Eid. Pupils learn about different faiths and the ways that people celebrate different occasions. In this way teachers prepare pupils well and enable them to have an understanding of different faiths and customs. They begin to investigate their own and others feelings and the qualities necessary in order to relate well to others.
172. By the end of Year 6, pupils learn about Jesus and think about the kind of person he was. They study their families and their feelings, and the qualities necessary to be a Christian. They learn about and can re-tell significant stories from the Bible and other holy books. They learn about the organisation of the books of the New Testament and this

helps them to find their way around the Bible. Pupils are encouraged to articulate their own thoughts and to think about their own lives and beliefs.

173. Following a scrutiny of work, and discussion with pupils, learning is judged to be good. Teachers have good subject knowledge. This is demonstrated in the way in which they lead discussions with pupils about their thoughts and feelings. The teachers have high expectations of their pupils and actively encourage them to improve their knowledge of different religions. Throughout the school, pupils of all abilities, including those with special educational needs are fully involved in all lessons and are given tasks to do that are appropriate to their ability.
174. The subject is well planned. It is based on the locally agreed syllabus, and this along with the school's clear structure of lessons, provides a good basis for the delivery of the subject. Good cross-curricular links are made particularly with English; In Year 6 speaking and listening skills were used well when pupils discussed the sequence of New Testament books. Pupils make visits to local places of worship. Such visits help the pupils to appreciate how people of different faiths worship, and how this supports the needs of others. Local faith leaders have visited the school.
175. There is effective management of the subject. The co-ordinator has a clear view of the development of religious education throughout the school, and is enthusiastic about the way in which she wishes the school to improve. In the organisation of the curriculum, she provides teachers with effective guidance for the planning of their lessons. At present she is limited in the amount of time available to monitor standards of attainment throughout the school, however, formal assessment and a recording system that will evaluate the pupils' gains in knowledge and understanding is in the early stages of development. The co-ordinator recognises the very important part that this subject plays in promoting the spiritual, moral, social, cultural and multi-cultural development of the pupils.