

INSPECTION REPORT

Burley St Matthias C E Primary School

Leeds

LEA area: Leeds

Unique reference number: 108001

Headteacher: Mrs C Robinson

Lead inspector: Mr J R Francis

Dates of inspection: 1 – 3 December 2003

Inspection number: 255666

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	157
School address:	Burley Road Leeds
Postcode:	LS4 2HY
Telephone number:	0113 2144523
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Appropriate authority:	Governing Body
Name of chair of governors:	Dr F Pacey
Date of previous inspection:	14 June 1999

CHARACTERISTICS OF THE SCHOOL

This is a smaller than average primary school to the west of Leeds city centre. The school is on a split site with the infant and junior buildings separated by a busy main road. There are 157 pupils in seven classes, including 20 children under five in the reception class. There are almost twice as many boys (101) as girls (56), with significant differences in certain year groups, for example, in year 6 there are 16 boys and five girls and in year 2, 16 boys and two girls.

The proportion of pupils receiving free school meals is broadly average, but this does not accurately reflect the needs of the area served by the school, which suffers from some social and economic deprivation. There is a high proportion of pupils from minority ethnic groups, the largest of which are Pakistani (20 per cent) and Black Caribbean and African (12 per cent). Many pupils are from dual heritage backgrounds and others mostly of Indian heritage. Fifty-seven pupils have English as an additional language. A high proportion of these is at an early stage of learning English and eight pupils receive additional support. There are four pupils in public care.

Approximately one-quarter of the pupils have special needs, mostly for moderate learning difficulties (higher than average). Five pupils have statements of special need. Attainment on entry is well below what is normally expected especially in language and literacy. There is little turnover of pupils other than at the usual times of admission and transfer.

Since the previous inspection there has been a very high turnover in staffing, including four headteachers in the past four years. The current headteacher has been in post since September.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17976	Mr J R Francis	Lead inspector	Science, art and design, design and technology, music.
13450	Mrs J Madden	Lay inspector	
27720	Mr P Way	Team inspector	English, information and communication technology, physical education
22967	Mrs M Griffiths	Team inspector	Mathematics, geography, history, religious education, Foundation Stage
19055	Mrs E Statham	Team Inspector	English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of the school is **satisfactory**. This is an improving school. After a long period of instability in staffing, leading to a significant decline in standards, the new headteacher's good leadership has brought clear direction and high aspirations to the school. Achievement is satisfactory. Overall, the quality of teaching is good, with particular strengths in reception and year 6. Pupils' personal development is good and this is reflected in their attitudes to school and their good behaviour. Parents' and pupils' views of the school are positive. Management is satisfactory. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The leadership of the headteacher is good
- Teaching is good
- The provision for children in the reception class is good and often very good
- Standards in English, mathematics and science by year 2 and science by year 6 are not high enough
- Attendance and punctuality are unsatisfactory
- The school provides a good level of enrichment to the curriculum
- Teachers' marking does not give pupils a clear enough understanding of what they need to do to improve
- The school develops and sustains a constructive partnership with parents
- Insufficient emphasis is given to promoting interest or enjoyment in reading

While standards are not as high as at the time of the last inspection, the quality of teaching, with a predominantly new staff, is as good. Many of the strengths have been maintained including pupils' attitudes and personal development. The level of care and support, the partnership with parents and the links with the community also remain strong. Key issues from the previous inspection in development planning, and particularly, information and communication technology (ICT) have been addressed well.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6 , compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	E	E	E
mathematics	A	E	D	D
science	B	C	D	D

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

Achievement overall is **satisfactory**. Children in the reception class achieve well and in personal, social and emotional development (PSED) they are above the expected level. Most will not attain the standards expected by the end of the year in numeracy and literacy skills. The standards attained at the end of year 2 are generally below the national average in English, mathematics and science but achievement is satisfactory. Standards at the end of year 6 in English and mathematics are in line with the national average but standards in science are below average. Overall pupils in years 1 to 4 achieve satisfactorily and in years 5 and 6 they achieve well. Standards in ICT have risen significantly and are now at the level expected.

Personal development, including their spiritual, moral, social and cultural development, is **good**. Pupils have good attitudes to school; older pupils work hard and are keen to do well. Behaviour is generally good both in lessons and around the school. Attendance and punctuality are both unsatisfactory.

QUALITY OF EDUCATION

The quality of education is **satisfactory**.

The teaching is good overall. In the reception class and year 6 it is consistently good and often very good. Good teaching is seen in all year groups, and in reception and year 6 teaching is consistently good. In years 5 and 6, frequently good teaching helps pupils to fill the gaps in their learning that have occurred over recent years. However, teachers' marking does not tell pupils enough about what they need to do to improve their work.

The curriculum meets the needs of most pupils. The school is good at enriching the opportunities pupils have in sport and makes good provision for their personal development. Not enough has been done in the past to monitor pupils' academic achievement.

The school has a productive partnership with parents. Pupils benefit from the school's good links with the community.

LEADERSHIP AND MANAGEMENT

The leadership of the new headteacher is **good**. The headteacher has brought to the school a clear sense of direction and purpose. Management is **satisfactory**. The work of the governing body is satisfactory. Governors have high aspirations for the school and are becoming increasingly aware of its strengths and weaknesses.

The school runs very smoothly day-to-day. There are now systems for checking on the quality of teaching by subject co-ordinators, and better information about how well pupils are doing.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have positive views about the school. Parents are pleased with the quality of information they get but there are no systems to take account of their views. Pupils feel involved in the life of the school, particularly through the school council.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Raise standards in English, mathematics and science for seven year olds and science for eleven year olds
- Improve the quality and the use of teachers' marking
- Improve pupils' attendance and punctuality
- Improve the provision for pupils' reading

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children get a good start in the reception year and achieve well, particularly in PSED, although most do not reach the expected levels in literacy and numeracy when they move to year 1. In year 1 and 2 they make satisfactory progress in literacy and numeracy although standards at the end of year 2 remain below average. This progress is repeated through years 3 to 6 but with progress speeding up in years 5 and 6. By the end of year 6 pupils attain broadly average standards in English and mathematics but attainment in science is below average.

Main strengths and weaknesses

- Standards in reading, writing and mathematics are below average at year 2
- Children in the Foundation Stage¹ achieve well
- Standards in science at year 6 are below average
- Pupils achieve well in music

Commentary

1. The most recent results in 2003 indicate that standards at the end of year 2 have not improved since 2002 and remain very low. The 2003 results for tests at the end of year 6 have declined since 2002 in English and science to a level that is well below average in English and below average in science. While results have improved in mathematics, they remain below the national average.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	14.7 (14.5)	15.7 (15.8)
writing	13.2 (12.5)	14.6 (14.4)
mathematics	14.7 (15.1)	16.3 (16.5)

There were 26 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	24.9 (24.8)	26.8 (27.0)
mathematics	26.4 (25.3)	26.8 (26.7)
science	27.8 (28.9)	28.6 (28.3)

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

2. Over the past five years, the school's test results have not improved at the same rate as those nationally.

3. Children in reception achieve well although fewer than average reach the standards expected in English and mathematical development on beginning year 1. However, they make very good progress in their PSED where standards are above the expected level.

¹ The Foundation Stage in the school refers to the reception class.

4. Although pupils' achievement is satisfactory through years 1 and 2 by year 2, standards in English, mathematics and science remain below average.
5. In years 3 to 4 pupils achieve satisfactorily. When pupils enter years 5 and 6 the quality of teaching is more consistently good with many good and some very good lessons in year 6. This is successfully filling in gaps in pupils' knowledge caused by the disruptions to staffing over the last few years. This good teaching helps pupils to achieve well and reach the standards they should in English and mathematics. They do not yet achieve average standards in science.
6. In the past five years there has been little difference between the performance in tests of boys and girls in year 2 or year 6. The pupils with English as an additional language achieve as well as others. Those pupils identified as being gifted and talented either in their academic or, for example, musical talents, are provided with appropriate work and support to enable them to achieve at the right level. Pupils with special educational needs make satisfactory progress; they are given good support during the lessons from teachers and learning support assistants, and work is matched to their needs.
7. Standards in ICT are in line with expectations throughout the school. This represents a significant improvement and reflects the high level of spending and training put into ICT recently. Pupils also achieve well in music, enhanced by the good teaching they receive through the LEA music service. The standard of singing in particular, is above that generally found.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good overall. Their personal development, including their spiritual, moral, social and cultural development, is good. The attendance rate is unsatisfactory and many pupils arrive late for school.

Main strengths and weaknesses

- Provision for moral, social and cultural development, especially multicultural development is good
- Children in reception quickly develop positive attitudes to school
- Attendance and punctuality are unsatisfactory
- The role of the learning mentor² is effective in supporting pupils' personal development, which is improving

Commentary

8. The youngest children quickly develop very positive attitudes to school. By the time the pupils reach years 5 and 6 they are enthusiastic about all that the school offers and keen to learn. Pupils from all classes who are on the school council said that they enjoy lessons, particularly English and art. They feel that they have a real contribution to make to the school. This is producing confident and articulate children.

9. The school cultivates pupils' personal, moral, social and cultural development well. Spiritual development is effectively supported through assemblies but is less evident day-to-day during lessons. Teachers value the contribution that pupils make, thus developing their self-esteem and self-respect. Through activity days, such as the whole school topic 'One World Day' focusing on aspects of disability, the school is giving pupils a good insight into the special needs of others in society. Assemblies and lessons in personal, social, health and citizenship education teach pupils to value themselves and others.

10. Behaviour is good overall. This is better than the views expressed by some parents. In discussions with pupils they felt that some aspects of playground behaviour were poor and there were disagreements and fights. The school has been working hard recently to improve pupils'

² The learning mentor provides support for pupils with social, emotional or other personal problems.

behaviour and has successfully introduced clear rules, which are supported by the pupils and consistently applied by teachers. This has improved behaviour. There is no bullying and there are effective procedures to deal with it should it occur. There have been no exclusions.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.5
National data	5.4

Unauthorised absence	
School data	0.9
National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

11. Attendance is below average and too many pupils are late for school. In partnership with the Education Welfare Officer the school has an effective system for dealing with non-attendance. This successfully raised the average attendance during the present term by nearly two percentage points. As a result, attendance is now approaching the school's target of 95 per cent and is improving the punctuality of pupils.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. Teaching is good. The curriculum is satisfactory; it meets the needs of most pupils. The school provides good opportunities that enrich the curriculum.

Teaching and learning

The overall quality of teaching is good. Teaching in the reception class is good especially in promoting children's personal and social development. In year 6, teaching is consistently good or very good.

Main strengths and weaknesses

- Consistently good teaching in reception and year 6
- Management of pupils is good
- The marking of pupils' work is not yet good enough to help them improve
- Teaching does not always encourage sufficient independence in learning

Commentary

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	12	10	0	0	0

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

12. Teachers successfully manage pupils to ensure good standards of behaviour during lessons. This helps pupils to develop good work habits and is particularly evident in reception and years 5 and 6 where pupils work well independently or with others. This is not found in all classes, however, and teachers miss opportunities to promote independent or collaborative working that pupils' good attitudes would support.

13. Resources are generally used well, for instance both overhead projectors and the recently purchased interactive white boards³ were used to good effect during many lessons; in mathematics or science, for example, to illustrate how to use tables and graphs to record results of investigations.

14. Pupils' work, including homework, is regularly marked. While teachers are supportive and encouraging in their comments, these do not consistently identify the regular errors pupils make. Neither do they tell pupils how well they are doing nor indicate how they can improve.

The curriculum

The curriculum is satisfactory overall and good for children in the reception class. There is good extra-curricular provision to promote participation in music and sport. Accommodation is satisfactory overall. Resources for reading are unsatisfactory.

Main strengths and weaknesses

- The curriculum, accommodation and resources in the reception class are good
- There is a good focus on investigation work in science and problem solving activities in mathematics
- Specialist support enables pupils to achieve well in music
- The extra-curricular activities extend pupils' physical and social skills
- Individual education plans for pupils with special educational needs are not good enough
- Good ICT resources have helped improve standards
- Not all classes promote literacy, particularly reading, sufficiently

Commentary

15. In the reception class, the good curriculum provides a wide range of challenging, stimulating activities that are well matched to the needs of all the children. The accommodation and range of resources are good. The new outdoor play area is still being developed but will provide an exciting environment in which children can develop their skills across all areas of learning.

16. The focus on experimental and investigative science provides opportunities for pupils to learn more about this subject and promotes good attitudes. The emphasis on well-prepared practical activities means that all pupils develop a good understanding of scientific investigation and consequently they enjoy science lessons. Likewise in mathematics, there is a good emphasis on problem solving and pupils have opportunities to look at different ways to investigate and to choose the appropriate strategies and mathematics equipment. This is now beginning to raise standards.

17. The school has already started to make links between history and literacy, which has resulted in more creative work in both subjects and an improvement to standards in English. There are plans to create links between other subjects in order to make the curriculum more imaginative and exciting for all pupils. Improvements to ICT resources has improved standards and enabled teachers to make successful links with other subjects.

18. Visiting specialist teachers provide opportunities for junior pupils to learn to play the cello or the violin and to sing. This is much enjoyed by pupils and they achieve well.

19. A good range of lunchtime and after-school activities, including football, keep fit and computer club are well attended. There is good provision for pupils who have been identified as gifted and talented; activities are appropriately planned for these pupils to meet their individual needs. French teaching has been introduced for year 6. Pupils are positive about this and it contributes to their personal and cultural development.

³ These allow projected images to be manipulated on a large touch screen as well as via a mouse or computer keyboard.

20. Classrooms are bright and work on display covers a wide range of subjects. However, too few of these actively engage pupils' interest or help them to extend their learning. Neither the school library nor classrooms have good displays of a wide range of interesting and attractive books that would encourage pupils to want to read. Given the lower levels of interest in reading this lack of encouragement and support is a weakness.

21. Provision for pupils with special educational needs is satisfactory. However, their individual education plans (IEPs) are not sufficiently clear about the small steps required to help them make progress. Different styles of IEP are in use across the school. The hand-written versions are ineffective because they are too basic, too broad in their scope and lacking detail of the strategies to influence the work given to pupils. Teachers and learning support assistants support pupils well despite this lack of guidance.

Care, guidance and support

The school provides satisfactory care, guidance and support for its pupils.

Main strengths and weaknesses

- The learning mentor and the curriculum and parental support assistant ensure that pupils have access to the guidance and support they need in the school
- The school council is beginning to make a significant contribution to school life
- There are good procedures for children starting in the reception class.

Commentary

22. The care, welfare, health and safety of pupils are satisfactory. The support, advice and guidance based on the monitoring of achievement and personal development is sound. The school strives to ensure the safety of pupils inside and outside the buildings. This is especially important in view of the split site and the movement of pupils between buildings.

23. In child protection matters the school is able to work in partnership with the majority of parents. Pupils are well known to all staff and procedures are in place to respond to their academic and personal needs. Pupils in public care are well supported by the school. When questioned, pupils were confident of being able to approach a member of staff with any difficulties that they may have. The induction of children into the reception class ensures that they settle happily into the routines of school. The teachers monitor the work and progress of pupils with special educational needs but pupils and their parents are not sufficiently involved in formulating the IEPs and the targets in them.

24. Pupils' involvement in the work and development of the school is satisfactory. Pupils are now consulted through the school council and are pleased with the impact of their actions. For example, reception children were consulted about the design of the outdoor play area.

Partnership with parents, other schools and the community

The school has a satisfactory partnership with parents and with other schools and the community.

Main strengths and weaknesses

- The school tries hard to involve parents in all aspects of school life and the education of their children
- A wide range of parent-friendly information ensures parents are kept up to date
- Community links are enhanced by the work of the curriculum and parental support assistant and by the relationship with parish church
- The school has few systems for canvassing parents views

Commentary

25. Parents are very happy with the provision made by the school for their children. In the reception class, parents are encouraged to stay in the classroom as long as they wish and have the opportunity to read with their children at the start of the day. The school provides a parents' room and opportunity for parents to make regular, informal, contact with teachers. There is a good range of other information available to parents, including reports on pupils' progress. However, the school has few effective systems for finding out what parents think of the school and the provision it makes. The school makes considerable efforts to involve all parents, from the variety of communities served by the school, in the learning of their children but there has been only limited response.

26. Community links are limited. These have suffered from the constant changes in staff at the school and the resultant lack of continuity. The one constant has been the curriculum and parental support assistant who has maintained contact with the Muslim parents and religious community as well as the Hindu and Sikh Temples. The parish church has been an ever-present support in the life of the school and contributes well to pupils' personal development.

27. The school exchanges relevant information with partner schools for pupils entering and leaving and takes part in activities designed to help pupils make a successful transfer to secondary school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school is satisfactory overall. The headteacher is providing good leadership. Leadership of the other key staff is satisfactory. Management of the school is satisfactory. Governance of the school is satisfactory.

Main strengths and weaknesses

- The new headteacher has a very clear vision for the school. She is committed to meeting the needs of all pupils and raising pupils' achievement
- There is good leadership in the Foundation Stage
- Leadership in mathematics, ICT and for gifted and talented pupils is good
- The analysis of test results is not sufficiently well developed to help the school identify the right priorities for improving standards

Commentary

28. The new headteacher has a clear sense of vision and purpose and has already had an impact on improving the quality of education. The staff works together as a team and the headteacher is ensuring that there is a clear focus on raising pupils' achievement.

29. The school's senior management does not yet make sufficient use of the data available about how well pupils are attaining in different subjects. Consequently, the focus for some planned development is not sufficiently well based in an analysis of pupils' needs to bring about the necessary improvements. Strategic planning has been reviewed and improvements made to the school improvement plan.

30. Good leadership in mathematics and ICT is motivating and supporting staff and helping to improve pupils' skills. The needs of pupils with particular gifts and talents are being met through the work of an inspirational co-ordinator. The plans to review the emphasis given to thinking skills and pupils' different learning styles are aimed at further improvement to the quality of teaching and learning for all. Good leadership in the Foundation Stage ensures that children get off to a good start at school.

31. The governing body is beginning to make a positive contribution to the leadership of the school. Governors are well organised and keen to be involved in the life of the school. They are committed to

raising pupils' achievement and have established effective links with the teaching staff. Their part in policy-making and school improvement planning is relatively minor, but increasing with the partnership established with the new headteacher. The governing body does not yet have a sufficiently active role in holding the school's management to account for the standards of attainment.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	482,930	Balance from previous year	59,520
Total expenditure	416,924	Balance carried forward to the next	66,010
Expenditure per pupil	2,438		

32. Systems for reviewing the effectiveness of school policies, patterns of organisation and the quality of lessons are being developed by the headteacher. The budget this year is balanced. However, the problems confronting the school with regard to a projected fall in pupil numbers and the consequent potential for a large budget deficit, will present a considerable challenge for the school's senior managers and the governing body in school improvement planning over the next two years.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for reception children is **good**. At the time of the inspection there were 20 children attending full-time. Children come to school confidently and enjoy the various activities provided. They achieve well because the teaching is good and the curriculum provides a wide range of challenging, stimulating activities that are well matched to their needs. The provision for physical development has been recently enhanced by the creation of a very good outdoor activity area. The provision is well managed, and the children's progress is carefully monitored. All adults manage children very well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Very good teaching encourages independence and responsibility
- The children achieve very well and reach standards above those expected for their age

Commentary

33. The school continues to provide very well for children's personal and social development maintaining the standard seen at the time of the last inspection. Teaching in this aspect is very good. Personal and social development is promoted well across all the areas of learning. All children are supported well by all staff. Praise is used effectively to reinforce positive attitudes. The children are confident and are already forming good relationships with the adults and other children. They are familiar with classroom routines and are good at making choices for themselves. There are many good opportunities for them to work and play together in small groups. As a result, they behave well and learn to consider the needs of others.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Good teaching promotes early literacy skills well
- There is not enough attention given to reinforcing vocabulary in all areas of learning

Commentary

34. The teaching of literacy is good and children are already learning letter sounds. Well-chosen stories interest children and encourage them to try and read with the teacher to build on their vocabulary. There are good opportunities for children to repeat sentences said by the teacher and to add their own endings to sentences already started by the teacher. The activities planned for independent work allow children time to practise new skills. However, some opportunities are missed to develop the specific language and vocabulary needed for other areas of learning. Children take books home to share with their parents. Children with English as an additional language learn well where adults are directly involved, but opportunities are missed to focus on some specific vocabulary during group work.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good opportunities are provided for children to practise mathematical skills

Commentary

35. Teaching and learning are good. Achievement is good and about three quarters of the children are on course to reach expected levels by the end of the year. Good opportunities encourage children to count, use and recognise numbers in many different situations. When they arrive each morning, a number line is used for them to register their arrival; they place their name on the next number and begin to learn to say 'first', 'second' etc. Children making go-karts from junk material counted the number of wheels and knew that they were circles. They enjoyed counting rhymes and carefully clapped the right number for the syllables in the words, such as one for kite and two for see-saw. When children were playing in the role-play area, they showed good awareness of time when they moved the fingers of the clock in their 'time machine'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Topics covered support literacy skills, particularly speaking and listening, well
- Children are fully involved in the activities provided and supported well by adults

Commentary

36. Only a limited range of activities was seen and no overall judgement on standards can be made. However, good links were made with the 'One World' theme for the whole-school activity day on disability where children explored how they used their senses and how some parts of the body work better for some than for others. This also involved children with English as an additional language in developing new vocabulary. Good links are made with literacy where children improved their speaking and listening skills; for example, playing in their 'time machine', planning their journey back to another time in history. The curriculum covers a wide-range of celebrations from all cultures. Where children use the computer they satisfactorily log on and find the program they need. For some, the good skills they develop enable them to use the mouse to click and drag pictures on the screen.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- There is a good range of well-planned activities
- The developing outdoor play area is beginning to provide imaginative and enjoyable activities.

Commentary

37. Teaching and learning are good. Standards by the end of reception are likely to be similar to those expected. This good achievement results from well-planned opportunities for children to develop control when handling paintbrushes, pencils and scissors and for climbing, riding and

balancing. All children develop good manipulative skills. Good support is given to help children practise and improve skills such as cutting, drawing and forming letters or numbers. Adults support and observe these activities effectively.

38. In outdoor play, children enjoy riding scooters and tricycles. They balance well and move at speed. The new out-door play area is still being developed but is already providing an exciting environment in which children can develop skills across all areas of learning.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- There is a wide range of imaginative activities
- Children achieve well and enjoy painting, modelling, singing and pretend-play activities

Commentary

39. Teaching and learning are good. The majority of children are on course to reach the expected levels in this area by the end of the year. Children's good achievement stems from the wide variety of activities provided. There are opportunities to paint, make models, work with a variety of materials and play creatively. The children's work on display shows the range of artistic skills that they are developing. During the inspection, children were enjoying making model go-karts. They handled the scissors, and applied glue and paint carefully. When playing in the 'time machine' they pretended to be going off into space. Children sang well and joined in songs, such as 'Bouncy Ben', enthusiastically.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **satisfactory**.

Main strengths and weaknesses

- Insufficient emphasis is given to promoting interest or enjoyment in reading
- Pupils in year 6 are likely to achieve the national standard by the end of the year: a significant improvement in the school's attainment since 2001
- Standards in year 2 are below average in reading and writing
- Teachers' marking does not show pupils clearly what they need to do to improve

Commentary

40. Standards are improving, particularly for pupils in year 6. They are making good progress in writing and satisfactory progress in reading. For the pupils in year 2, progress through years 1 and 2 has been satisfactory in both reading and writing, although standards of attainment remain below the national expectation. The decline in standards since the last inspection is partly due to the lack of focus on the development of reading throughout the school. An analysis of performance data and pupils' work shows that there are no significant differences between the performance of girls and boys. The achievement of pupils with English as an additional language is the same as other pupils in the school and similar pupils in the LEA.

41. There is a good range of work in pupils' books. They are being given opportunities to develop skills in writing in different styles and for different purposes. Longer pieces of writing show that they

are learning how to develop characters and storylines. The best writing in year 6 makes use of paragraphing and well-chosen words to give interest to stories. Good progress is also being made with factual writing from research and note taking. In year 2, pupils' work indicates a limited range of opportunities for developing the use of more complex sentences. A lack of focus on teaching writing structure prevents some pupils from making more rapid progress. Standards of presentation and handwriting are not consistent across the school with some pupils still forming letters incorrectly in the junior classes. Punctuation is a weakness in all year groups.

42. Teaching is satisfactory overall. Good teaching in year 2 is exemplified by the teacher's knowledge of each pupil's needs and high expectations for all. Where teaching was not as good there was a tendency for the teacher to restrict pupils' initiative and to lower the overall expectation of what they might achieve with greater independence. Although there is a good range of work across the junior classes, the work of the pupils in year 4 is weaker than in the other three years, both in terms of quantity and quality. Throughout the school, marking of pupils' work is not sufficiently well focused on providing pupils with clear and understandable guidance on how to improve. Some good examples of marking were seen in all the junior classes, but with little evidence of the pupils acting on the advice. Targets, which are set frequently, are too broad and too long-term to be effective in raising achievement.

43. Leadership in the subject is satisfactory but lacks innovative thinking and is not sufficiently clear about the improvements needed to raise attainment. There is no consistent approach to effective assessment, which involves the pupils in understanding their next steps. The helpful sheets produced for the pupils in year 5, linked to examples of work, provide a good starting point for developing pupils' understanding of standards.

Language and literacy across the curriculum

44. This is satisfactory. Teachers recognise the priority for developing language and literacy skills across the curriculum. Although there is insufficient use of other curriculum areas for developing skills in speaking and listening, drama, reading and writing, examples were seen in play script writing and recounting in religious education work and letter writing in geography. Planning these opportunities into the curriculum is to be a major focus for the school over the coming months.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well because of the good teaching
- There is a strong focus on developing pupils' ability to use and apply their mathematical knowledge in problem solving
- Mathematical vocabulary is promoted well
- The management of the subject is good

Commentary

45. Standards in mathematics in year 2 are below average but in year 6 they are average. Overall pupils make good progress and are achieving well. Pupils are taught to use different strategies to solve number problems and to check their answers. Achievement is better in the junior classes, particularly in years 5 and 6. As they get older the speed and range of mental calculations increases and by year 6, higher attaining pupils are developing their own strategies for problem solving.

46. The school has correctly identified the need to have a focus on giving opportunities for pupils to use and apply mathematical knowledge in problem solving. In a year 2 lesson higher attaining pupils

estimated where two numbers would go on number lines of different lengths and tried different ways of working it out. Older pupils try different approaches when solving problems and learn to check if their answers are correct and try out their own ways of checking.

47. The quality of marking varies. It is usually supportive and encouraging but for pupils in some classes, it does not always help pupils to improve by giving comments that move them forward or help them with their future work. When marking is less effective, teachers do not always let pupils know how well they are doing. Although pupils have started to set their own targets, there is not always an indication given in marking of how well they are progressing towards these.

48. Mathematical vocabulary is promoted well throughout the school. Teachers consistently use correct vocabulary and encourage the pupils to do the same. For example, in a year 6 lesson on co-ordinates, the teacher reminded pupils at the beginning that the vocabulary needed was 'vertices, quadrants, and rotation'. In year 1, pupils learning about time were also encouraged to use appropriate language, such as 'second, minute and hour'.

49. Subject leadership is good. The subject leader has identified appropriate priorities for improvement and has started to monitor children's work. She knows what needs to be done to move the subject forward so that standards improve.

Mathematics across the curriculum

50. Pupils use mathematics as part of their work in other subjects and consequently develop an appreciation of the practical uses of these skills. For example, they use graphs and tables to record data in science when carrying out an investigation about how quickly fabrics dry. They measure the strength of elastic bands and record their results in tables, which they then transfer to graphs. In physical education (PE), there were problem-solving activities for the pupils when they had to arrange themselves in groups into a number pattern in just three moves.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are below average in years 2 and 6
- Too few pupils attain the higher levels
- The good emphasis on practical and investigative science promotes pupils' understanding and enjoyment of the subject
- There are good links made with numeracy
- Worksheets are used unnecessarily and limit the response of pupils in some classes.

Commentary

51. Pupils are achieving at a satisfactory level overall, although standards at year 2 and year 6 are below average and lower than seen at the time of the last inspection. Those with English as an additional language achieve well with the additional support they receive during lessons. However, too few pupils achieve at the higher levels, especially the higher attainers.

52. The quality of teaching is generally good. As pupils progress through the school they learn what constitutes a fair test. Teachers use open investigations and adapt these to the needs of those who need additional support. This is less effective for the highest attainers, but some teachers, for example in year 6, have high expectations and make good provision for these pupils. Working in pairs pupils measured how elastic bands stretched under different weights. Pupils recorded their findings in a variety of tables or graphs and used this information to calculate the effect of different weights. The emphasis on planning aspects of their own investigations gives a good focus on

developing planning skills, posing questions and formulating hypotheses. Pupils were encouraged to explain their findings to the class using accurate scientific language.

53. Some of the recorded work, especially in years 1 and 2, does not reflect the quality of the teaching and learning. For example, where worksheets are over-used this limits the responses and amount and quality of work pupils' produce. The headteacher has taken temporary responsibility for subject leadership: this is sound.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision for information and communications technology is **good**.

Main strengths and weaknesses

- Leadership in the subject is good
- Good teaching means that pupils achieve well
- Resources have been sensibly built up and there is now good access to a range of equipment

Commentary

54. Pupils are achieving well and their attainment is at the expected level by the end of years 2 and 6. This represents significant improvement since the last inspection.

55. Teachers' knowledge of the subject is improving. Good teaching by teachers and learning support assistants is providing good support and guidance to pupils. Good planning allows pupils to experience all aspects of the subject and develop skills which can be applied in other subjects.

56. The subject leader is providing good support to other members of staff and taking a positive lead in the development of the subject. Assessment sheets are well designed in conjunction with the teaching programme to give teachers good guidance in making secure judgements about pupils' progress. Together with a useful portfolio of pupils' work this is raising expectations of what pupils can achieve.

Information and communication technology across the curriculum

57. Workstations in each classroom and a mini-suite in year 5 in addition to the computer suite, provide opportunities for pupils to choose ICT solutions in presenting and researching other subjects. For example, work in year 3 on making a database enabled the pupils to practise the scientific skill of classification. Spreadsheet work in year 6 had a direct link with mathematics in the use of formulae and the calculation of an arithmetic mean. Although currently limited, opportunities for links with other subjects are beginning to develop.

HUMANITIES

In humanities, work was sampled in **history** and **geography**, with only one lesson seen in history. It is therefore not possible to form overall judgements about provision in these subjects. However, there is every indication from pupils' work that standards are broadly average.

Religious education (RE)

Provision in RE is **satisfactory**.

Main strengths and weaknesses

- The curriculum covers distinctive features of religious beliefs and traditions in major world faiths

Commentary

58. Much of the work in RE lessons centres around discussions so there was limited written work to examine. However, analysis of the available work in the junior classes and talking to pupils indicate that achievement is satisfactory.

59. Pupils in year 6 have good opportunities to talk about their own beliefs after learning about famous people, such as Martin Luther King and Mother Teresa. They can apply this to people's beliefs in other religions such as Islam, and know that 'shahadah' means a 'statement of truth in one God'. In the lesson observed, pupils in year 3 were learning about the nativity story and considered which part they liked best and what Christmas means for Christians. Younger pupils in year 1 have recently enjoyed writing a book of thank you prayers.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There was no opportunity to observe teaching in design and technology or art and design. However, a photographic record and retained samples of work show that the subjects are regularly taught and cover all of the requirements of the National Curriculum.

Music

Provision in **music** is **good**.

Main strengths and weaknesses

- Pupils achieve very good standards in singing
- The quality of teaching by staff from the LEA music service is very good

Commentary

60. Only one lesson in music was seen in year 2. The other lesson was singing and included all of the classes from year 3 to year 6. Both lessons involved a teacher from the LEA school's music service who demonstrated high levels of skill and knowledge. In the singing lesson, teaching was very good and enabled pupils to achieve highly.

61. In year 2, good links were made with performance and drama where the pupils enacted the story of Goldilocks. Pupils accompanied this with various un-tuned percussion instruments chosen to represent the characters in the story. The pupils played on cue and during the lesson all were involved in acting and playing.

62. The singing in years 3 to 6 was of good quality. The teacher used both piano accompaniment and her voice to demonstrate. Pupils sang well from memory with accurate pitch and good diction and phrasing. When required to sing a song with more than one part, the pupils maintained their own part well, kept good time and successfully created the intended effect. A small group of pupils who led the singing at one point performed well, showing great confidence in front of a large audience. Subject leadership is satisfactory.

Physical Education (PE)

The curriculum for PE meets the requirements of the National Curriculum. However, the space in the school halls and in the outside playing area is very restricted, especially for juniors. This has a negative impact on the quality of the provision. Although teachers do their best to give pupils full access to a wide range of activities the facilities for older pupils place constraints on team games,

the development of ball skills and gymnastic opportunities. Good links are being established with other local schools, which will help to develop the range and quality of lessons.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHE)

While no lessons were seen, PSHE is central to the ethos of the school and provides well for pupils' personal development. The programme is linked with the school's good focus on pastoral support through the learning mentor and the curriculum and parental support assistant. During the inspection, a 'One World Day' topic gave good opportunities for pupils to learn about disability through first hand experiences in different areas of the curriculum. Pupils used a Braille machine to write prayers, took part in a 'vision challenge' by wearing special glasses and studied a person who has overcome a disability. These activities provided a valuable learning experience.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

