

INSPECTION REPORT

NORMANTON COMMON PRIMARY SCHOOL

Normanton

LEA area: Wakefield

Unique reference number: 108147

Headteacher: Mrs M E Bracewell

Lead inspector: Mrs P Raja

Dates of inspection: 24th – 26th May 2004

Inspection number: 257032

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:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	375
School address:	Castleford Road Normanton West Yorkshire
Postcode:	WF6 1QU
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs D Wood
Date of previous inspection:	11 th May 1998

CHARACTERISTICS OF THE SCHOOL

Normanton Common Primary School is bigger than other primary schools and is situated in the town of Normanton, near Wakefield. The school's status has changed from a small first to a large primary school since the previous inspection. This year the school has entered its first group of Year 6 pupils in the national tests for eleven year olds. Most pupils come from the surrounding areas with considerable social disadvantage with about a third of the pupils coming from a new housing development nearby. Pupils' attainment when they start school is below average. Most of the pupils are from white British background, with a few from Indian, Pakistani and Chinese backgrounds and few from mixed heritage backgrounds. There are two pupils learning English as an additional language. Ten per cent of the pupils are known to be entitled to free school meals, which is below the national average. The school has registered 29 pupils (9 per cent) with special educational needs, including two pupils who have a statement of special educational needs. This is below the national average. The range of special educational needs includes visual impairment and autism. The school received a Schools Achievement award in 2002 for improvements in the National Curriculum test results and also achieved the Basic Skills Quality Mark in 2003. Investors in people was awarded in 2001 and renewed in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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1112	Peter Oldfield	Lay inspector	
2759	Derek Sleightholme	Team inspector	English, information and communication technology, music
24895	Kathleen Hurt	Team inspector	Art and design, design and technology, Foundation Stage
32827	Jacqueline Marshall	Team inspector	Science, geography, history, religious education, English as an additional language

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school makes **satisfactory** provision for the education of its pupils. The school is very well led by the headteacher who is well supported by key staff and governors. The school has managed its change in status to a primary school very well. The school ethos is very good with high emphasis on pupils' personal development. Consequently, relationships in the school are very good and pupils have good attitudes to learning. Most pupils achieve as well as they can with many pupils achieving well in the Foundation Stage and Years 1 and 2. Standards are average at the end of Years 2 and 6. Teaching is satisfactory overall and staff joining the school continuously over the past few years has resulted in greater variation in the quality of teaching and learning. The school makes the best use of its resources and provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Teaching is good in the nursery and Years 1 and 2 and consequently pupils achieve well.
- The headteacher provides very good leadership.
- Provision for pupils with special educational needs is good.
- Many pupils of average attainment and higher attaining pupils in Years 1 to 6 are now capable of achieving more in science because they have few opportunities to carry out experiments and investigations independently.
- The school ethos is very good, which fosters very good relationships.
- Procedures for monitoring of teaching and learning are good but the feedback to staff is not objective and critical enough.
- Provision for personal development is good and as a result pupils have good attitudes to learning and behave well.

The school has made satisfactory progress since the last inspection in spite of the immense changes it has managed, which include moving to new premises and catering for the full primary age range. Governors now have effective systems of communication with parents and of monitoring the effect of their policies on the quality of education provided by the school. Financial planning and arrangements for managing the budget are good. The school has a clear view of where it is heading but the forward strategic planning over a longer period is not communicated to the school community clearly enough.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	C	C	C	C
Writing	C	B	C	C
Mathematics	C	D	C	C

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Achievement is **satisfactory** overall. The current Year 6 is the first group of pupils to do the national tests for this age. Pupils in Years 1 and 2 achieve well and this progress is maintained in Years 3 to 6. As a result, standards are in line with those expected nationally in English, mathematics, science and information and communication and technology (ICT) by the end of Years 2 and 6 and standards are set to be more positive in science at Year 6. Standards in religious education are in line with the expectations in the locally agreed syllabus for ages seven and eleven. Test results for Year 2 pupils have been maintained since the last inspection and continue to be at levels expected nationally for this age. Pupils achieve well in art and design throughout the school and standards in singing are

good. Children in the Foundation Stage achieve well because of good teaching and the good provision. They are likely to exceed the expectations for this age in personal, social and emotional development. Children are on course to meet expectations in knowledge and understanding of the world and creative and physical development but are unlikely to reach the expected goals in language and mathematical development, although progress in these areas is good.

Pupils' personal development is good because the school makes good provision for their spiritual, moral, social and cultural development. Pupils' relationships with others are very good; their attitudes to learning, behaviour and their attendance and punctuality are all good.

QUALITY OF EDUCATION

The school provides **satisfactory** quality of education. Teaching is **satisfactory** overall with some good features. It is consistently good in the nursery and in Years 1 and 2. Some good teaching was seen in most of the classes. When, very occasionally, teaching is unsatisfactory, pace in learning is slow and as a result some pupils lose interest. In all the classes teachers work well with the support staff, who contribute effectively to pupils' learning. Teachers treat pupils with respect, which fosters very good relationships. The recent focus on staff training, to ensure that teachers are fully aware of the pupils' educational needs in Years 3 to 6, has raised teacher confidence and they now provide stimulating activities and good opportunities for consolidating new learning. However, this development is recent and has not had time to affect standards. Assessment practice is good in English and improving in other areas. The curriculum is good overall and is well enhanced by a good range of extra-curricular activities and good links with partner schools. The accommodation is very good and resources to support learning are very good in the Foundation Stage and good overall.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The headteacher, with effective support from governors and key staff, has steered the school very well through a prolonged period of considerable upheaval. There is a strong sense of teamwork and a determination to improve the quality of education. Management procedures are well established including the procedures for the monitoring of teaching and learning. However, the feedback to teachers, whilst recognising the positive features, does not identify areas for development rigorously or give enough information on how teachers can further improve their practice; systems for monitoring progress in these areas are not implemented consistently. The governors organise their work efficiently and make a satisfactory contribution to the school's effectiveness. The school meets all the statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school and have no significant concerns. Pupils in Years 1 to 6 whose views were sought and through the questionnaires indicated that they feel the school is good and they like coming to school.

IMPROVEMENTS NEEDED

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

- Improve the quality of teaching and learning in line with the best practice in school.
- Improve the quality of monitoring to ensure that the feedback to staff provides a clear understanding of strengths and weaknesses and effective action is taken to implement outcomes.
- Provide more independence in investigation and experimental science to ensure that all the pupils achieve well.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is **satisfactory** and standards are average overall. Achievement is good in the Foundation Stage and in Years 1 and 2, and the lower attaining pupils, those with special educational needs and those at an early stage of English acquisition achieve well.

Main strengths and weaknesses

- Children in the Foundation Stage and Years 1 and 2 pupils achieve well.
- Starting from a below average baseline, pupils achieve average standards in English, mathematics, science and ICT by the end of Years 2 and 6.
- Some pupils are capable of achieving more in science.
- Pupils with special educational needs, many lower attaining pupils and those at an early stage of learning English as an additional language achieve well.

Commentary

1. Children enter the nursery with levels of attainment that are below average and a significant number have poorly developed language and mathematical skills. They are well taught and learn a great deal through finding out for themselves, as they undertake imaginative and challenging activities. In the nursery, the teacher and support staff initially spend a lot of time settling children into the routines of the school and providing a very good range of opportunities for speaking and listening through structured play activities, role-play and story-based work. Children benefit from this well-focused good quality provision and achieve well. The brisk pace in learning established in the nursery is not consistently maintained in the reception year. Overall, by the end of the reception year, most children are well on course to exceed the expected goals in personal, social and emotional development and reach the expected goals in knowledge and understanding of the world and in creative and physical development. In language and mathematical development, although children make good progress, they do not reach many of the expected goals in these areas.

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

Standards in:	School results	National results
Reading	16.2 (15.8)	15.7 (15.8)
Writing	15.1 (15.0)	14.6 (14.4)
Mathematics	16.3 (16.2)	16.3 (16.5)

There were 44 pupils in the year group. Figures in brackets are for the previous year 2002

2. The table above shows that in the national tests, in Year 2, standards have been maintained consistently at the level expected nationally in reading, writing and mathematics. The percentage of pupils achieving at a level higher than expected of most Year 2 pupils was slightly above average in reading and in line with the national average for writing and mathematics. This is in spite of the school managing a major upheaval in changing premises and developing the provision for the full primary age range over the past few years. The school's trend in the national tests for this age is above that of schools nationally. Most pupils make good progress in Years 1 and 2 and consequently, in the current Year 2, standards in reading, writing, mathematics, ICT are average, and in religious education standards are in line with the expectations of the locally agreed syllabus.

3. The current Year 6 is the first group of pupils to do the national tests for this age in the school. Pupils indicated that they had received good support in preparing for these tests. Standards achieved by pupils are in line with nationally expected levels in English, mathematics, science and ICT, and in religious education standards are in line with the expectations for this age in the locally agreed syllabus. However, in science teachers do not always provide enough opportunities for pupils to make independent choices of methods and materials when carrying out experiments and investigations, or to follow their own scientific enquiries, and consequently on occasions some pupils could achieve more.
4. The school sees teaching of basic skills as a key priority and this has paid dividends. In English there is currently strong emphasis on developing pupils' speaking and listening skills, and in mathematics pupils now have regular opportunities to do practical and problem-solving work, which provides good opportunities to apply their mathematical knowledge and skills in real-life situations. This practice contributes well to raising achievement but has not been in place long enough to affect standards. The school is well on course to meeting its realistic targets for English and mathematics.
5. There is a strong commitment to raising standards in the school. The school is taking action to address the weaknesses identified from the analysis of test results and assessment outcomes. Teachers now identify key vocabulary in subjects, but this is taught more rigorously in some classes than in others. Pupils are provided with good opportunities to develop mental calculation strategies more regularly throughout the school, and writing development is a school priority.
6. Now that the school has established a caring and stimulating learning environment, schemes of work and policies for the full age range are in place; staff development has been used well to ensure staff expertise and resources are good. The school is well set to raise standards further.
7. Pupils with special educational needs achieve well throughout the school because they are given work which matches their needs and have specific targets on their individual education plans. Lower attaining pupils and the two pupils at an early stage of English language acquisition are targeted well and given additional support. Teachers have high expectations and are provided with challenging work. Analysis of their work shows that they work hard and make good progress. The good achievement of lower attaining pupils and of pupils with special educational needs is the result of the effective support they receive from teachers and support assistants. Pupils from minority ethnic backgrounds are integrated well in the classes and achieve the same levels as their class fellows.

Pupils' attitudes, values and personal qualities

Pupils' attitudes, behaviour and personal development are **good**. The school makes **good** provision for spiritual, moral, social and cultural development. Attendance and punctuality are **good**.

Main strengths and weaknesses

- Relationships throughout the school are of high quality.
- Pupils enjoy taking on responsibilities in school.
- The school has very effective ways of promoting good behaviour.

Commentary

8. As a result of very good relationships between the pupils and with adults, pupils join in activities with enthusiasm, and they are polite, courteous and helpful to one another. For example, they enthusiastically attended to a pupil needing help to move around the school in a wheelchair.

9. Pupils enjoy following the well-organised routines for class duties, such as tidying equipment and taking registers to the office. Older pupils like being corridor monitors at lunchtime, and they take their responsibilities seriously. They help younger pupils by praising good behaviour and, by talking to adults, feedback any problems that arise. The school council provides a good opportunity for pupils to represent the views of others and to increase their confidence and self-esteem. Both pupils and adults are involved in agreeing school rules. Consequently, the staff's high expectation of pupils' behaviour is respected by pupils and supported by parents. The school has a variety of ways of celebrating pupils' achievements, good behaviour and attendance, and these encourage pupils to continue to try their best. There have been no exclusions in the last year.
10. Assemblies are uplifting experiences that provide good opportunities for pupils' spiritual development. By focusing on lighted candles, prayer and thoughtful songs, pupils learn to value and respect one another's feelings. The school promotes moral development well through the well-established systems and routines that are known and understood by pupils. Pupils understand what is right and wrong. Staff present good role models because of the respect and concern they show for the individual needs of all pupils. Good provision for pupils' social development includes activities outside lessons, such as visits into the community. Year 5 and 6 pupils have discussed plans for the regeneration of the locality with town councillors. Displays indicate a good level of understanding of, and respect for, the opposing views. In assembly, Year 6 pupils took part in a short performance, highlighting how children with worries and anxieties can be helped. It captured the interest of the audience well and helped the message to be fully understood. Cultural provision is enhanced by good links with the local community, with the church and with local leaders of various faiths. Visitors into school, such as Muslim parents, give pupils opportunities to learn to appreciate a diversity of cultures and traditions. Pupils have celebrated festivals and shared customs and traditions, for example food. They develop an appreciation of the differences between old and new cultures, for example through their work in history on Ancient Greece.

Attendance

Attendance in the latest complete reporting year 2003 (%)

Authorised absence		Unauthorised absence	
School data	6.2	School data	0.5
National data	5.4	National data	0.4

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

11. While the attendance of most pupils is very good, the overall attendance rate last year was well below the national average. It was adversely affected by a small number of pupils who went on family holidays during term time. This year, attendance is slightly above the national average. Improvements are due to the school's good systems for encouraging good attendance and for watching out for problems. Punctuality is good.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education.

Teaching and learning

Teaching and learning are **satisfactory**. Assessment of pupils' learning is satisfactory overall. Pupils in Years 1 and 2 and children in the nursery learn well because teaching is good.

Main strengths and weaknesses

- Teaching and learning is good in the Foundation Stage and in Years 1 and 2.
- Most teachers' subject knowledge is good; they provide interesting activities and pupils work with enjoyment.
- In Years 3 to 6, teaching does not always take enough account of pupils' different capabilities and there is too much variation in the quality of teaching between classes.
- The management of pupils' behaviour is good and consequently pupils develop good attitudes to learning.
- Pupils with special educational needs are taught well and as a result make good progress.

Commentary

12. Good teaching was seen in almost every class. This is in spite of the school managing a major upheaval and a high number of new staff joining the school over the past two years. In the Foundation Stage and in Years 1 and 2, teaching is good because teachers have high expectations, and make good use of daily routines, which provide opportunities for pupils to practise skills and consolidate new learning. Work is often challenging and stimulating and pupils work with motivation and enjoyment. Teaching is particularly good in the nursery, Year 2 and the mixed age Years 1 and 2 classes.

Summary of teaching observed during the inspection In 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	5 (10%)	26 (52%)	16 (33%)	2 (4%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. Teaching is satisfactory in Years 3 to 6, with good teaching in half the lessons seen. However, analysis of pupils' work showed teaching over time to be mainly satisfactory. Most of the satisfactory teaching and the few unsatisfactory lessons were seen in Years 5 and 6. Teachers generally set tasks to match the needs of their pupils, with at least three sets of group work planned for different attainment levels in the class. Most teachers see the organisation of pupils by ability as a secure basis for working with pupils who have fairly similar levels of attainments in the classes. Whilst the work was suitably varied in lessons during the inspection period, this was not evident in pupils' workbooks over a longer period. Good examples of skilfully varied work that provided good challenge for pupils of different ages and abilities in classes were seen in the Years 3 and 4 class and the Year 4 class. In these classes, teachers have high expectations, activities were well supported by interesting resources, pupils had opportunities to make choices and the lessons moved at a brisk pace; consequently, learning was good. In the unsatisfactory lessons, whilst planning and the aims for what pupils would learn were appropriate, the methods used did not support effective learning and as a result pupils did not achieve the outcomes expected.
14. There are positive features in teaching throughout the school. Teachers' subject knowledge is good and they use this well to plan interesting activities, which are well supported by the good quality resources. These activities engage pupils' imagination and they work with good levels of concentration and enjoyment. Teachers have high expectations of pupils' conduct and use effective management strategies; as a result pupils behave well and develop good attitudes to school and learning. Teachers effectively include all pupils in activities. Pupils who are at an early stage of English language acquisition and those from minority ethnic backgrounds are provided with work, which is reflective of their experiences and meets their needs well.
15. Teaching of pupils with special educational needs is good. Teachers write individual education plans for each pupil, which are shared with the pupil and parents and used well. All staff

working with the pupils are aware of the targets, and plan work to support them. Targets are measurable and regularly reviewed by the class teacher, support staff and the special educational needs co-ordinator to check progress. Consequently, pupils with special educational needs make good progress overall. In some lessons pupils made very good progress as a result of the well-matched activities planned by the teacher and the effective intervention of support staff. The co-ordinator is aware of the need to further raise the quality of support provided for pupils to consistently match the best practice seen in the school.

The curriculum

The curriculum provision is **good**.

The school provides a good curriculum that is broad, balanced and meets statutory requirements well; this is similar to the findings of the previous inspection. Resources for learning are good and the accommodation is very good.

Main strengths and weaknesses

- The curriculum is well balanced and relevant.
- The provision for pupils who have special educational needs is good.
- Pupils accessing support programmes in English sometimes miss the teaching in other subjects and therefore do not have the same access to the missed lessons. There is a good enrichment programme.
- Preparation for the next phase of the pupils' learning is good.
- The accommodation is very good; resources for learning are good

Commentary

16. The transfer of the school to primary status has been used as a good opportunity to review the content of the curriculum, which is successfully planned to meet the needs of the pupils across the full primary age range. These developments have not been in place for long enough and as yet the good range of experiences provided and the actions taken to strengthen the teaching of subjects to age eleven has not resulted in standards rising beyond the levels normally expected. The introduction of a modern foreign language to pupils in Year 6 has enhanced the curriculum provision. The decision to allocate a significant amount of time to English and mathematics is relevant to the needs of the pupils. The priority given to teaching of basic numeracy and literacy skills has impacted positively on the progress of pupils, particularly in Years 1 and 2.
17. Provision for pupils with special educational needs is good. The school has implemented the requirements for pupils with special educational needs well. These pupils are well supported and consequently have access to all aspects of the curriculum. All adults and pupils go to great lengths to ensure that these pupils are fully included in all aspects of school life. Some lower attaining pupils withdrawn to access support programmes in English miss the teaching of the subject being taught at that time. The school is now aware of the implications of this arrangement on learning in other subjects and is reviewing this matter.
18. Good use is made of visits and visitors to enrich the learning opportunities. Pupils visit museums and exhibitions to improve their understanding in the humanities and creative subjects. To help pupils learn about a contrasting place in geography, visiting musicians play African drums to enhance pupils' understanding of life and traditions in Kenya. The good range of extra-curricular activities is popular with pupils. The range appeals to wide interests and includes games skills, and opportunities to play recorders, sing in the choir or learn to play chess. There is a well-established programme of friendly sports matches with pupils in local schools. The programme for personal, social and health education offered to pupils is good. Appropriate attention is given to the dangers of solvent abuse and to the importance of healthy

eating and personal fitness. The governors have agreed that pupils in Year 5 will access a formal sex education programme. Parents are fully consulted on the programme and are encouraged to visit school to view the training materials.

19. Good attention has been given to organisational arrangements and curriculum initiatives that effectively help pupils to prepare for the next stage of education. Visits to 'new classes' take place towards the end of the academic year in every class. Curriculum innovation for Year 6 includes the teaching of a common study unit in music and the introduction of weekly lessons in French, the latter taught by a visiting specialist. Pupils also write to a pupil in the high school prior to transfer. These subject links provide good preparation for transition into a more formally based subject programme at Key Stage 3.
20. The premises have been extended to accommodate the full primary age range and improvements to facilities for all pupils have resulted in the provision of very good accommodation. The nursery and reception children have access to very good, well-resourced outdoor areas, which have been enhanced by securing a school plot on the allotment site next to the school. The additional teaching areas between class bases, specialist facilities for ICT and extensive play areas make a positive contribution to the learning opportunities for pupils. Resources are good and have improved with the extension of provision to age eleven.

Care, guidance and support

The school makes **very good** provision for ensuring pupils' care, welfare, health and safety. It provides pupils with good support and guidance and involves them well in the life of the school.

Main strengths and weaknesses

- Health, safety and child protection matters are given high priority.
- There is good academic support and pastoral care for pupils.
- The views of pupils are valued and acted upon by the school.

Commentary

21. The school's procedures for ensuring the safety and well-being of pupils are very good. Effective child protection procedures are in place and are understood very well by staff because they have received recent update training. The medical needs of the pupils are met well. Procedures for risk assessments are implemented well and safety inspections are carried out on a regular basis in line with the local authority's guidelines. As a result of this very good provision, parents are confident that their children work and play in a safe and secure learning environment. Pupils grow and thrive in a caring community.
22. There are effective induction arrangements in place to settle pupils into school. Year 6 pupils are well prepared for their transfer to secondary education. Teachers and adults in the school know the pupils well and provide effective pastoral support. Teachers effectively monitor the personal development of the pupils and provide good support through the personal, social and health education programme. There are clear procedures for systematically tracking pupils' progress so that those with special educational needs are identified early and are supported from an early age. The school works very well with specialist support agencies. The school has an appropriate policy for the safe use of the Internet and pupils have a good understanding of the rules they should follow when sending e-mails or accessing a website for their research work. The advice and guidance to pupils based on the monitoring of their personal development are good. The school makes satisfactory use of assessment to guide pupils' academic progress.
23. The school actively seeks pupils' views and has a regular, formal system for taking pupils' views into account through the school council. Younger pupils do not take an active part in this

forum as yet but their views are sought during discussions in classes and the personal, social, health and citizenship education programme. The school has a good system in place to ensure that pupils communicate their concerns and worries readily and confidently. In classes and in the reception area 'worry boxes' are placed for ease of access, so that pupils can send messages or in some cases teachers can give a confidential response. The school is determined to provide good opportunities for sharing concerns and suggestions that improve pupils' daily lives in school and to allow pupils a firm voice in decision-making processes. It values pupils' views, and where practicable takes them into consideration when reviewing policies and procedures.

Partnership with parents, other schools and the community

The school has a **good** partnership with parents. Links with the community and other schools are **good**.

Main strengths and weaknesses

- There is a good partnership with parents and the community, which makes a positive contribution to pupils' learning.
- Links with other local schools are good.
- The range and quality of information to parents are good and the Friends Association provides generous support to the school

Commentary

24. The school is very responsive to parents' views and has, for example, established a file at the entrance to every class so that parents' views may be communicated directly to the governors. Target sheets are shared with parents and reading records provide an effective line of communication between home and school. The school works hard to involve parents and this aspect has become enhanced since the last inspection because parents are more fully aware that their views are welcomed. The very high number of returned parental questionnaires to the inspection team showed that a very high number of parents are very supportive of the school and its work. The school has responded well to parents' concerns. For example, a few parents had concerns about behaviour and this has been tackled well, with a consistently implemented behaviour policy and opportunities for pupils to express concerns. The school has introduced 'Open House', a short period each week when parents may meet teachers and view their child's work, which is welcomed by parents and contributes very effectively to strengthening links between home and school.
25. The overall quality of information for parents is good. There is an appropriate range of well-attended meetings for parents, including consultation meetings on their children's progress and specific meetings about starting school. The governors provide a regular newsletter, 'In Touch', to keep parents up to date about specific issues. The school brochure and governors' annual report are comprehensive and provide good information about the school.
26. The school has close links with the local community. The Friends Association organises a range of events such as discos to raise funds, which are supported well by the community. These funds are used well to improve the resources for learning. The school values its place in the community and has, for example, enabled pupils to meet the local town council to express their views about local developments. Local church ministers attend assemblies and senior citizens enjoy harvest gifts and entertainment at some school events, such as the Carol Concert and tea party. A wide range of visits to places of interest in the local community enhances pupils' educational experiences well. Many visitors come into the school to talk to the pupils and there have been artists in residence, which makes learning more interesting, and pupils have good opportunities to practise their social skills. There are good sporting links established with local clubs and pupils participate enthusiastically in inter-school competitions

and sporting events. Family members and other community members share their experiences with the pupils and make a significant contribution to pupils' learning.

27. The school has good links with other local schools, including a developing link with the receiver high school. The pyramid of schools meets regularly to deal with current education issues and promotes collaborative learning between schools. The school provides work experience placements for older pupils of a number of secondary schools, which provides effective additional learning support for many pupils. Transfer procedures are effective in helping pupils to maintain good attitudes to their work.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good** overall and governance is **satisfactory**.

Main strengths and weaknesses

- The headteacher provides very good leadership for the school.
- Senior managers and co-ordinators provide good leadership and there is a strong sense of teamwork.
- Systems for staff development are good, linked well to improvement priorities, and used well.
- Improvement priorities are well matched to school needs, and planning over a year is good.
- Monitoring of teaching and learning is not rigorous enough to ensure that teaching and pupils' achievement are consistently good throughout the school.
- Governors forge effective links with parents and financial planning is now good, but they do not evaluate provision and question senior managers thoroughly enough.

Commentary

28. The headteacher continues to provide very good leadership for the school. She has successfully steered the school through a period of considerable upheaval as it has grown into a full primary school, doubled the number of pupils on roll and moved into new premises. The fact that the school has a very good ethos, a settled and committed staff team who are ambitious for pupils, and a stimulating and well-resourced environment, is a tribute to her calm and determined leadership qualities. There is a good management structure, with the deputy headteacher and other key co-ordinators providing good leadership in aspects such as special educational needs, English, mathematics and the Foundation Stage. Teachers plan together well and there is a strong sense of commitment and teamwork throughout the school.
29. The school effectively uses its established systems for developing staff expertise as part of its drive to improve the quality of education it provides. Performance management requirements are also used well to set common targets for all staff in order to achieve consistency in classroom practice. This approach is having a positive impact on teaching and learning in such areas as the improvement in the provision for ICT. The strategies for tracking pupils' progress through the school are helping to raise teachers' awareness of what needs to be done in subjects generally. Consequently, teachers now have good subject knowledge and plan stimulating and challenging activities, which are supported by good quality resources.
30. School improvement planning is firmly rooted in a system of review and evaluation that involves all staff and governors. There is a good plan for the current year that identifies the right priorities. The action plans are detailed and carefully linked to school budget planning. There has been a heavy emphasis in planning for each older year group as the school moved towards the full primary age range. The success of action planning can be clearly seen in the well-established and resourced new classes. Although the headteacher is clear about the priorities facing the school over the long term, this is not shared and communicated well enough to the rest of the school community.

31. The systems in place for reviewing and evaluating the school's effectiveness are good. The headteacher and subject co-ordinators all observe lessons and examine pupils' work. There are regular meetings where staff share their findings and discuss what needs to be done. However, staff are sometimes too generous in their evaluations. They are not yet skilled enough to evaluate the effectiveness of teaching and learning with critical objectivity and so feedback to colleagues does not give clear guidance on how practice could be improved. This has resulted in some inconsistencies in the quality of teaching and the rate of progress over time for some pupils.
32. Governors have worked hard in improving the weaknesses identified in the last inspection. There are regular newsletters, and a suggestions box and a feedback folder placed in every classroom for parents' comments. These and consultation with parents on such issues as school uniform now provide good lines of communication with parents in addition to the usual annual report and parent consultation evenings. Some governors linked to subjects observe lessons and discuss these with co-ordinators. The governing body is involved in reviewing and agreeing school policies and schemes of work. Governors have a secure view of the school's strengths and what it needs to work on next, but they are not yet thorough enough in questioning senior managers about pupils' performance and achievements. They still do not do enough to check the impact of their spending decisions in raising standards.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	768,293
Total expenditure	726,112
Expenditure per pupil	2,548

Balances (£)	
Balance from previous year	20,878
Balance carried forward to the next	63,059

33. Financial management by governors and senior managers is now good. The school has eliminated the potential deficit found in the last inspection. There was a considerable surplus at the start of the current financial year due to additional funding for the growing numbers of pupils on roll and the fact that the school did not need to appoint a teacher for the reception class until Easter instead of from January. Good use is being made of these savings to fund new developments such as those linked to the remodelling of the workforce agreement. This is to enable teachers to have some time for preparatory work. Wise and generous spending on resources means that the school has a good range of high quality resources available to staff and pupils. There are effective systems so that the school's administrative assistants provide good support in their thorough day-to-day management and checks on budget spending.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

34. Children get off to a good start in the Foundation Stage, particularly in the nursery. Children's attainments on entry are below those expected for their ages. The range of abilities is wide and a significant number of children come into the nursery with limited speech, language and social skills. The quality of teaching, learning and achievement is good. This is because the curriculum is well planned. Learning activities are well prepared and organised. Children therefore enjoy all areas of learning that lead into the National Curriculum. Assessment arrangements build up a clear picture of children's development, enabling staff to match activities to children's needs. The children benefit from good resources and very good accommodation. The leadership and management are good and contribute effectively to the quality of provision for this phase, which is good overall.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well and exceed the goals in their social and emotional development because teaching is very good.
- Relationships are very good and children co-operate well with adults and when playing together.
- Children in the reception classes are not as independent as they could be.

Commentary

35. Children make very good progress and most are likely to exceed most of the national goals set in this area by the end of the reception year. Children achieve particularly well, even though some have limited social skills on entry to the nursery. All the staff forge very good relationships with children, making sure children understand the daily routines. Teachers and support staff quickly establish high expectations of conduct, effort and achievement as staff consistently support and encourage them with praise. As a result, children are confident, settled and happy. They play together co-operatively and relate very well to each other and adults because of the example set by all the adults. In the nursery the children's capacity to keep concentrating by themselves is often above that expected for their age. This is because nursery staff and the reception classroom assistants are good at joining in with discussion and ask questions that help children persevere for longer periods. Activities are more closely directed in the reception classes and children sometimes rely too heavily on adults for instructions. They sometimes lose interest and mark time in their learning because there is too little adult support to explore and extend their ideas.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Good teaching in the nursery helps children to develop their language skills well.
- Adults provide many opportunities to develop children's speech each day.

- Emphasis on basic skills and parental support enable children to know letter sounds and develop enjoyment for reading.
- In the reception classes, children do not have enough opportunities for independent writing because early writing activities are too teacher directed.

Commentary

36. Most children achieve well but are unlikely to reach the goals for this area of learning because of the low level of language skills when they start the nursery. Teaching in this area is good overall. Children get off to a good start in developing their communication, language and literacy skills in the nursery where teaching is best. Activities are varied to match children's differing abilities and interests. Effective use of very good quality resources, like the sack containing Jack and the giant's laundry, fascinated children and generated a good discussion as they sorted the items of clothing. They learned new words that they used to describe each item and to explain why the 'big' or 'bigger' items belonged to the giant and the 'small' ones to Jack. The teacher selects more challenging texts, reads expressively and children listen intently. She encourages them to think hard by her skilful use of questions. There are good opportunities for writing and children learn to 'write' messages for the giant
37. In the reception classes, opportunities for speaking and listening are good. 'News time' is popular and children happily speak about their news and activities. However, in spite of adults' best efforts, children sometimes speak briefly and indistinctly. The teaching of reading and writing is satisfactory. Children benefit from parents' support in reading. The strong emphasis on the basic skill development enables older children to use their knowledge of letter sounds in reading and spelling simple words. More able children read simple texts and captions around the room independently, but others rely heavily on repetition of familiar words. They lack confidence in recognising the same words or attempting to read simple words in class labels and other texts. A good range of early writing activities is provided. Some children use these opportunities well and write simple stories with reasonable sentence structure, spelling and handwriting. However, because there are too few checks and interventions as children work at these activities, they do not always persist enough with their writing, which slows progress over time. Even the more able children rely too heavily on wordbooks and on the teacher for spellings. Only the most able securely reach the goals in reading and writing.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children enjoy their work because activities are practical and interesting and lesson introductions are lively.
- Good use of outdoor play activities successfully boosts children's skills in the nursery, and their achievements are good.
- Too little adult support to draw out ideas and extend understanding during practical work and play activities in the reception class slows progress over time.

Commentary

38. Most of the children achieve well but are not likely to reach many of the expected goals by the end of the reception year. The teaching of mathematical development is good overall. Children in the nursery develop a secure knowledge of numbers to 10 and of the language to describe the position of objects such as 'behind' and 'in front of'. The nursery staff make good use of carefully planned activities, using the outdoor area well to develop mathematical skills. In playing on the wheeled toys children learn to recognise and park the vehicles in numbered bays and become familiar with words such as 'reverse'.

39. The area for mathematical development in the reception classes provides a rich resource. Numbers and shapes and a wide range of practical activities successfully attract children's interest and enthusiasm. Lesson introductions are particularly effective. Children achieve well in developing a mathematical language because the teachers challenge them to describe in detail. Questioning stimulates children to offer full explanations of the corners and straight sides in solid shapes. They enjoy playing in the 'Village Shop' in the classroom where real money and a well-stocked shop generate good levels of interest. Such valuable, well-planned activities are not always used well enough because adults supervising activities miss good opportunities to draw out children's ideas and consolidate new learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Children achieve well overall because there are good resources, a rich curriculum and good opportunities for discussion with adults.
- Opportunities to use computers are limited because there are too few resources for this aspect.

Commentary

40. Achievement in this area is good because teaching is good. Most children are likely to reach the goals expected by the end of the reception year. The curriculum in this aspect in the nursery is very good. Innovative use of a nearby allotment with the support of Wakefield Groundwork Trust has opened up a range of very practical and worthwhile activities linked to cultivation and recycling. Children show a keen interest in growing plants. They know what seeds need to stimulate growth, such as the importance of the compost they make from organic waste collected at home. A wide range of activities, both inside and outdoors, provides practical experiences that encourage children to think about such issues as road safety and traffic. Parent helpers support children well, for example talking with them about the ingredients in the beans on toast they prepared. Children in the reception classes share many of these good experiences. Children use large construction equipment to create strong structures such as a 'Monster Garage'. Their understanding of other people and their lives develops well through activities like creating a family tree and discussing Bible stories. A lack of suitable computers means they have too few opportunities to develop their skills and confidence. This is an area the school has rightly identified as an urgent priority, and action is planned to improve resources.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good teaching enables children to enjoy activities and achieve well.
- The children's skills develop quickly through many well-planned activities available each day.

Commentary

41. Children achieve well because teaching is good and most children are on course to reach the goals identified for their age in physical development. Children are provided with a good range of imaginative and exciting activities. In the nursery children develop good control of tools such as paint brushes, scissors, pastry cutters, knives and rolling pins as they make biscuits, shape

the play dough and paint pictures and patterns. Children have access to a stimulating outdoor area with very good quality toys and equipment. They ride wheeled toys confidently, carefully following the adults' instructions to 'stay inside the track'. They use space well, rarely bumping into others. In the reception class children enjoy their sessions in the school hall where the teacher's expertise, in creating different tempos using the piano, managing an excited class and highlighting particularly good work, helps them develop awareness of different ways of moving in response to well-known stories. Most children use their bodies with growing control and co-ordination and show developing awareness of space and others. The expressive and varied use of tone and music creates an imaginative context, which helps children to adapt their movements for the different characters.

CREATIVE DEVELOPMENT

Provision in creative development is **good**, particularly in the nursery.

Main strengths and weaknesses

- Good interventions mean that children do well in their creative development in the nursery.
- Children develop singing well and their performances are good.
- Children find it hard to sustain their role-play and are not imaginative enough.

Commentary

42. Achievement is good overall and children are well on course to achieve the standards expected for this age by the end of the reception year. Children learn a good range of early painting, drawing and printing techniques. Adults encourage them to be creative and to mix their own shades when painting pictures. Children respond well to the regular challenges set by the teachers. Children find it hard to persist with role-play, but adults in the nursery are particularly effective in stimulating their imagination and concentration. Their good interventions ensure that children extend the quality of their imaginative play considerably. Children's musical skills develop well in all the classes and the quality of their singing is good. The adults provide a good lead with their own singing and their enthusiasm is infectious. Children have a wide repertoire of songs, which they sing tunefully and expressively. Whilst teaching is good overall, it is consistently good and sometimes very good in the nursery. Teaching in the reception classes is generally satisfactory.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory and improving**.

Main strengths and weaknesses

- Pupils' achievement is good by Year 2 and satisfactory by Year 6 and as a result standards are average by Year 2 and Year 6.
- Subject leadership is focused well on securing improvement.
- The teaching is good in Years 1 and 2
- Basic skills of reading and writing are taught well.
- Assessment practices are good.
- Literacy skills are developed well through the teaching of other subjects.

Commentary

43. Standards of reading, speaking and listening and writing are average in Year 2. English standards overall are average in Year 6. Pupils enter Year 1 with below average attainment in communication, language and literacy skills. Most reach average standards in Year 2 due to good teaching that has ensured that they have achieved well over time. Achievement in English in Years 3 to 6 is satisfactory. This is mainly because the school has focused on the transition from first school to meeting the needs of the full primary age range. Teachers have had to adapt to these circumstances and new content for older pupils is now being taught. Pupils with special educational needs, those at early stage of English language acquisition and the few pupils with English as an additional language benefit from teaching assistants' support in lessons and also access to specific literacy programmes that are provided regularly, and consequently make good progress in line with their capabilities.
44. The school leadership and the co-ordinator have been proactive in giving literacy a high profile to ensure consistency in the quality of teaching but some issues nevertheless remain. In the lessons seen, the work was generally well matched to pupils' prior level of understanding. However, analysis of pupils' work in Years 3 to 6 showed that the higher attaining pupils and those at average level mostly did similar work and activities were not sufficiently varied to match the spectrum of ability in these year groups. The school is aware of this and has already taken steps to address this issue, but since this is a more recent practice it has not yet influenced the standards achieved by pupils. Assessment has improved and is now good. Teachers keep detailed records of pupils' progress and assess regularly in reading and writing. This information is now used well to identify pupils who would benefit from additional support. Marking now effectively provides clear guidance to pupils on how to improve.
45. Year 2 pupils are taught well how to use a number of reading strategies, such as sounding out letters, word building and using picture clues when faced with words they find difficult. Most pupils listen carefully to their teachers and are becoming increasingly confident in using a wider range of vocabulary when they answer questions. Pupils write regularly and confidently for a range of purposes, and higher attaining pupils for example write short reports on a visit using joined up writing with good standards of presentation. Lower attaining pupils write simple instructions using more elementary vocabulary. By Year 6 higher attaining pupils read with good fluency and expression. Most pupils are provided ample opportunities to use research skills to locate information from books and other sources such as the Internet. Higher attaining pupils identify in stories an issue that is yet unresolved and can predict with growing skill how events might unfold. Most pupils speak clearly, enjoy entering into conversations with visitors and express opinions confidently. Most Year 6 pupils use writing well to express their opinions such as when making a complaint or preparing a report. They have learned how to present information in different forms by introducing techniques such as using brackets and bullet points. Words are selected well to convey meaning and mood.
46. Teaching of English is good with strengths in the management of pupils, subject knowledge, attention to basic skills and use of teaching assistants to support pupils with special educational needs and lower attaining pupils. Pupils' work in books shows that a good range of learning experiences is provided. Lessons start well, and teachers engage the pupils in lively discussions and encourage them to answer questions in well-structured sentences. Pupils enjoy the lessons and find the work interesting; as a result they are attentive and well behaved. In most lessons some of the time is allocated to learning new or consolidating existing skills. Consequently pupils are continually improving and refining their ability to listen carefully, speak clearly and write well.
47. The school's focus on basic skills in writing has been effective in improving the rate of progress, and standards in writing are rising. Specific time is allocated for teaching of handwriting and spelling and many pupils have individual targets, which contributes well to consolidating these skills. The targets are reviewed regularly and new targets are set. Pupils confirmed that they are continuously challenged to work towards the next target.

48. The leadership and management of English are good. Introduction of provision for the full primary age range has been used well by the co-ordinator as an opportunity to review teaching and learning in English. The co-ordinator has observed lessons and has provided feedback and guidance on teaching methods. In order to secure improvement the co-ordinator has led staff meetings on the main issues emerging from the monitoring outcomes. As a result, all teachers have introduced a literacy board into their classroom that gives pupils clear direction and prompts on how to improve their writing skills.

Literacy across the curriculum

49. The school systematically promotes the use of language and literacy across the curriculum and has extended this further. There are many opportunities for pupils to practise English skills through other subjects. For example, Year 2 pupils used punctuation skills such as commas in lists and compiled a glossary of terms that applied to the study of electricity in science. Year 4 pupils presented 'for and against' arguments when they debated the use of the school playground in a lesson on citizenship.

MATHEMATICS

Provision in mathematics is **satisfactory and improving**.

Main strengths and weaknesses

- Teaching is good in Years 1 and 2 and, as a result, these pupils achieve well.
- Expectations for lower attaining pupils and special educational needs pupils are high; they are supported well throughout the school and make good progress.
- Increased emphasis on developing mental calculation strategies, mathematical language, and practical and problem-solving skills is helping to improve achievement.
- Subject leadership and management are good and contribute well to improving the provision.
- Marking of pupils' work celebrates good effort but does not consistently inform them about what they have to do to improve.

Commentary

50. Standards are average at the end of Years 2 and 6. Pupils generally start in Year 1 with below average skills in mathematics and achieve well in Years 1 and 2 because teaching is good. Pupils with special educational needs make good progress and achieve standards in line with their capabilities. Lower attaining pupils throughout the school are provided with additional support in small groups, which is well matched to their abilities. Teachers have high expectations, make learning fun and pupils work with motivation at a good pace. This work is further reinforced in 'Springboard' mathematics, which is a national initiative to give extra help to pupils who are close to achieving average standards, and in booster groups. As a result of this focused support lower attaining pupils achieve well. Pupils identified at an early stage of English language acquisition are provided with additional support by a visiting teacher and class teachers modify their teaching to match their need, which enables them to achieve as well as they can.
51. Teaching is good in Years 1 and 2; it is very good in the mixed age class for higher attaining Year 1 and lower attaining Year 2 pupils. This effective teaching ensures that pupils learn well. Strategies include team games, practical activities and use of daily routines. The pace in lessons and focused questioning hold pupils' attention. Teachers have high expectations and plan stimulating activities that interest and engage pupils. This is particularly effective in the mixed age class for the Years 1 and 2 pupils. In the very good lesson seen during the inspection, work was very skilfully varied to match the needs of the pupils from both age groups, routine activities were used well to practise calculation strategies and learning was made fun. In Years 3 to 6, teaching is more variable and is satisfactory overall. Achievement is

satisfactory. This is because, whilst in the lessons seen activities were varied effectively to match the age and ability range in classes, work in books showed that this practice is not maintained consistently over time in most of the classes.

52. Work covers a broad range of topics, provides a good balance in the National Curriculum areas of study and is recorded rigorously in all classes, which gives good opportunities for consolidation of new learning. Weaknesses identified from the analysis of test results, assessment outcomes and effective monitoring of lessons are being addressed consistently. For example, teachers now give problem-solving activities greater emphasis as a means of developing pupils' thinking skills and to deepen mathematical understanding. In lessons, teachers insist on pupils' use of mathematical vocabulary. However, in the unsatisfactory lesson in Year 5, whilst pupils had a good opportunity to learn related vocabulary for probability, this was not appropriately linked to mathematics and this resulted in the lesson ending up more as a literacy lesson. Recent training and consultant support have further improved teachers' subject knowledge. This has resulted in a particular strength in the way teachers start lessons with a variety of mental arithmetic and mathematical exercises. The focus on mental arithmetic is beginning to pay dividends in improving pupils' understanding and increasing their mental agility in calculating at speed in different number operations.
53. Leadership and management of the subject are good. The enthusiasm and expertise of the co-ordinator have a positive influence on the subject. Monitoring of the quality of planning, teaching and learning is generally effective, although feedback to teachers highlights positive features and does not sufficiently focus on how to improve their professional practice. Satisfactory assessment procedures are in place but marking generally amounts to praise with very few evaluative comments that show pupils how well they have done. Whilst curriculum targets are set for each year group, pupils do not yet have precise targets to help them develop ownership of their learning. Worksheets are generally overused in most classes and make the curriculum uninteresting. The recent focus on developing number work through data handling and through shape, space and measures is providing good opportunities to handle data and to apply knowledge and understanding in solving problems. The recent developments in the subject contribute well to the school's drive in raising standards.

Mathematics across the curriculum

54. Pupils often use mathematics as part of their work in other subjects and consequently develop an appreciation of the practical uses of these skills. Examples of these include measuring and drawing graphs and tables in science in order to record findings from investigations quickly, accurately and systematically and in geography where pupils carry out surveys and analyse the data from these in graphs. In design and technology, Year 6 pupils used measurements in their work on 'fairgrounds and rides'.

SCIENCE

Provision in science is **satisfactory and improving**.

Main strengths and weaknesses

- Standards are average in Years 1 to 6.
- Links between science and other areas of the curriculum are good, the subject makes a good contribution to health education and resources for the subject are good.
- There is too much variation in the quality of teaching between classes.
- Pupils' independence in carrying out scientific investigations is not sufficiently developed.
- The subject leader has a good understanding of areas for improvement from monitoring; however, this is not yet rigorous enough to further raise standards in teaching and learning.

Commentary

55. Standards are broadly in line with national expectations at the end of Years 2 and 6. This is a similar picture to that at the time of the last inspection, for Year 2 pupils. Pupils make steady progress throughout the school, entering Year 1 with average standards and reaching expected levels at Years 2 and 6. The curriculum provided is well balanced and opportunities for investigations and experiments are now provided regularly but as yet independence and initiative in science is not promoted consistently in all the classes. Pupils with special educational needs and those with English as an additional language are well supported and make similar progress as their class fellows.
56. Good links are made to other curriculum areas and these contribute well to pupils consolidating scientific knowledge and understanding. Pupils record results using a range of measurements with growing accuracy and precision. They use scientific vocabulary confidently in discussions and in explaining their work because teachers positively promote it. Pupils are provided with good opportunities to use their scientific knowledge in their learning of other subjects such as design and technology and geography. Science lessons give pupils good understanding of how to live a healthy life through topics such as diet, exercise, hygiene, and safe and unsafe substances. The subject is well resourced, including provision for the newly introduced Years 4, 5 and 6. The co-ordinator is aware of the need to further expand the resources and use of ICT within science. Software and hardware have been purchased and training has been identified as an area for development.
57. The quality of teaching is satisfactory overall with some positive features and is improving. All aspects of the science curriculum are taught. However, whilst teachers plan opportunities for scientific investigations, too few are provided that allow pupils to initiate and undertake investigative work independently. Where teaching is good as in Year 2 and the Year 3/4 class, opportunities are planned for pupils to take a more active part in their investigations. In the Year 3/4 class pupils were asked to separate different mixtures. The teacher extended their skills in carrying out investigations by providing a wide range of sieves, colanders, different filter papers, measuring jugs and other resources for them to make their own decisions about how to complete the task. The teacher questioned pupils to explain their choices and, if something did not work, to explain why and use this information to make a better informed choice. This effective approach to teaching investigative science is not consistent across the school. In lessons where pupils' investigative skills are not developed as successfully, the investigations are frequently teacher led, equipment is already chosen by the teacher and often pupils' suggestions of alternative ideas for an investigation are not considered fully, as seen in a Year 6 lesson. The school has identified that this area of the curriculum needs to be improved, so that these skills are learned progressively to ensure that all the pupils are given the opportunity to achieve the standards of which they are capable.
58. Leadership and management of science by the co-ordinator are good. The recent focus on science in the school improvement plan identified the areas for development and the co-ordinator has already begun to improve provision in scientific enquiry through staff training and monitoring planning and pupils' work. This is beginning to have a positive influence on the quality of teaching and learning. Monitoring and evaluation of teaching are carried out systematically, though time limitations and lack of rigour mean it is difficult for the co-ordinator to take the necessary actions needed to impact on the quality of teaching and learning. For example, the impact on learning for some pupils, who are withdrawn from part of their science lessons to receive additional literacy support, has not been monitored. The recent developmental work in science is contributing well to raising standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory and improving**.

Main strengths and weaknesses

- Pupils achieve well in Years 1 and 2 and make satisfactory progress in Years 3 to 6 and as a result standards in ICT are average in Years 2 and 6.
- Pupils have many opportunities to practise ICT skills through their work in other subjects.
- The co-ordinator has made a good start in implementing the ICT action plan.

Commentary

59. Most pupils enter Year 1 with below average skills in ICT and achieve well to reach standards typical for their age by Year 2. This can be traced to two factors. Firstly, they are taught well not only the skills of using a computer keyboard but also the use of control devices such as an electronic turtle (roamer). Secondly, they have regular access to a better range of resources than were available at the time of the previous inspection. By Year 2 most pupils collect survey data, such as pupils' favourite drinks, and use a computer to illustrate their findings as a block graph. A few have learned how to change this into a pie chart. Most can use the computer keyboard to write a simple report of a visit where they use keyboard skills, such as using the shift key, to insert capital letters. Pupils have also been taught well to use buttons in an art-based design program to help change the expression on a simulation of a face. By Year 6 pupils have made satisfactory progress and can plan a sequence of actions to satisfactorily control a set of traffic lights and use an appropriate range of keyboard skills to write for a range of purposes. They enter and interrogate data, respond to software commands and produce independent work such as a web page and presentation.
60. Lessons based on important concepts in many subjects, as well as key skills in literacy and numeracy, are taught regularly in the computer suite. Pupils in Year 4 learned to use the graphic tools of an art package to produce good quality independent work in the style of the artist Seurat. By contrast Year 5 pupils used mathematics software satisfactorily to consolidate their understanding of metric measures. A small group of Year 6 pupils worked with an ICT consultant to learn how to use a light sensor. Good links were made with science when they tested the impact of placing different coloured filters over a torch and applied this knowledge to everyday objects such as streetlights and traffic lights.
61. The recently appointed co-ordinator has made good progress in working with colleagues to implement the planned improvements for ICT. When the school was extended to cater for all primary year groups the premises were adapted to incorporate a computer suite that provides good workstation facilities. The co-ordinator engaged a consultant who provided effective support through work with all staff on the careful selection of software that would appeal to pupils' wide interests and be relevant to their needs. The co-ordinator has a clear vision and strategic plan for the next steps in improving ICT, with priorities appropriately matched to the key aim to raise standards.

HUMANITIES

62. Insufficient evidence was seen during the inspection to make judgements about geography and history provision. In **geography**, evidence from one lesson observation and pupils' work indicates that pupils' attainment is in line with national expectations throughout the school. Teachers make good use of their local area, providing first hand experiences to support pupils' learning. Mapping skills are developed in Years 1 and 2 through planning simple routes and identifying buildings and places they have seen on walks around Normanton. Pupils study how they can improve the local environment for those who live there. For example in a Year 3/4 lesson the pupils discussed their likes and dislikes about their local park and how they could improve it and drew a detailed plan using symbols and a key. Teachers make purposeful links to other subjects to consolidate pupils' learning, so that the oldest pupils, currently learning about graphs in mathematics, used these skills to present their findings from a traffic survey. Visits to local areas and places of interest, including residential visits by Year 6 pupils, are also used well to develop geographical knowledge and understanding. Resources and attractive displays around the school further enhance pupils' learning and provide evidence that the pupils use computers to research information for their work.
63. **History** is taught on a blocked basis, alternating each term with geography, and so it was not possible for any lessons to be observed. However, a scrutiny of previous work, discussions with staff and pupils and scrutiny of long-term plans indicate that the subject is given appropriate coverage and pupils' current attainment is in line with national expectations. The

school enhances its provision by visits to support pupils' learning. These experiences, and the use of artefacts, help to bring the subject alive for pupils and contribute well to developing understanding of the past. This is evident in attractive displays on 'houses and homes' in Years 1 and 2. Year 1 pupils talked enthusiastically about their visit to 'The Red House'. They were able to identify similarities and differences between modern and old houses, comparing their own cookers that "need electricity, but the old-fashioned ones need fire to cook with". The co-ordinator for both history and geography has monitored teachers' planning and pupils' work, identifying areas for improvement as well as whole-school issues that need to be addressed.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Artefacts, visits and visitors are used well to extend pupils' experience and appreciation of different faiths.
- Opportunities for pupils to learn from religions are not consistently developed throughout the school.

Commentary

64. Attainment in religious education is in line with expected levels in the locally agreed syllabus. From evidence in lessons, pupils' work and displays around school, pupils make satisfactory progress in their knowledge and understanding of the key elements of the main world religions. For example, Year 2 pupils find out more about the teachings of Islam and how they influence the daily lives of Muslims when they listen to a visitor from the Muslim community. Year 3 pupils know about the special books and special days of the main religions such as the Torah and Shabbat of Judaism. Where teaching is good, resources, artefacts and visitors to school are planned effectively to engage the pupils and deepen their understanding of other religions. In a Year 2 class the teacher used her good subject knowledge to introduce the class to the Jewish faith. They studied photographs of a synagogue, put on a prayer shawl and skullcap and looked at a version of the Torah. Earlier work has effectively taught pupils to make links between Judaism, Islam and Christianity, recognising that different religions have special books such as the Torah, Qur'an and Bible. In the Year 5 lesson where teaching was less successful, inappropriate use of recording and worksheets meant pupils were not as motivated by the subject and did not learn as well.
65. Leadership and management of the subject are satisfactory. The co-ordinator has been in post a year and in that time has supported staff in implementing the new locally agreed syllabus. She has carried out some monitoring of the subject and from this has identified areas for improvement. One of her main priorities has been to ensure that opportunities are included in teachers' planning for pupils to reflect on and respond to what they have learnt from religions. Although some evidence of this was seen in work in Years 5 and 6, where teachers posed questions and linked pupils' learning to own experiences, this is not yet consistently taught in enough depth across the school. Good cross-curricular links were evident in pupils' work and in displays around the school. ICT was used to design Muslim prayer mats and literacy skills were developed further through the use of speech bubbles by Year 2 pupils to describe how the main characters of the story of the Prodigal Son were feeling. Acts of worship are planned carefully by the headteacher, linking closely to the themes being taught in lessons, further extending and building upon the pupils' knowledge and understanding of religious traditions, worship and how religions affect believers' lives.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. One lesson was observed in music and physical education, two lessons in art and design and no lessons were seen in design and technology. In addition to observing lessons, inspectors spoke to co-ordinators about their work and looked at a sample of work in art and design and design and technology. There is insufficient evidence to make secure judgements on the provision in subjects, teaching, learning and pupils' achievement.
67. In **art and design**, the quality of work seen in lessons, on display around the school and in samples of work is of a good standard, as it was when the school last inspected. Teaching in the lessons seen was good. Pupils make good use of sketchbooks to practise such skills as shading, that they later use in their own artwork. This was a strong feature in lessons, where a mixture of demonstration by the teacher and good opportunities for pupils to try out new skills for themselves meant they were skilled in producing their finished piece of work. There are examples of good observational drawings where these skills are used very effectively in creating a sense of perspective. Pupils clearly enjoy art and design lessons. In Years 5 and 6 pupils concentrated intensely as they created landscapes in the style of David Hockney, using different shading techniques. In Years 1 and 2 pupils cheered when chosen to do blow prints in a workshop session where other pupils worked on science and geography. Good planning provides valuable links between subjects whilst ensuring that pupils learn the particular skills of each. Pupils create landscape pictures linked to their geography topics, and William Morris prints linked to the Victorians, and use their knowledge of pushing forces in science to produce blown paint patterns. The subject co-ordinator provides a good example for others in her own teaching and has already made significant improvements in the provision for two and three-dimensional art, as seen in the sculptures of Greek athletes and intricately detailed clay tiles produced by the oldest pupils.
68. In **design and technology**, similar effective attention to ensuring that pupils learn new skills thoroughly and then providing opportunities for them to use them in their design and technology projects is evident in the good quality products on display around the school. Pupils' design folders show that designing skills are taught systematically so that even the youngest pupils learn to draw simple designs and think about how to make their models and other artefacts. Teachers make sure that these skills become more precise and detailed, with good attention to evaluation of what works well and what needs to be improved next time. By Year 6 pupils produce detailed and well-written reports and precise diagrams with measurements and labels added. Pupils clearly take pride in adding a good finish, as their puppets, houses, money containers and other projects are attractively presented. They make good use of their skills in subjects like science, with winding mechanisms, pulleys, levers and moving air all put to good use in creating moving features.
69. In **music** during the assemblies, pupils listened carefully to music and standards of singing were judged to be well above average for the pupils' age. Most pupils can sing enthusiastically and tunefully. Their singing is melodic with very good attention to control. They are able to hold long notes and inject appropriate pauses; these attributes raise the quality of their performance. In a Year 1 and 2 'Come and praise' session pupils performed songs from memory, practised breathing techniques and recognised loud and quiet passages. Pupils regard singing as a pleasurable activity and they confidently engage in this experience. Records of composition work show that pupils in Years 3 to 6 have played notes together to find out which combine well to make harmonious chords. They have worked as groups to plan and perform short music sequences. Some independent composition work has been successfully produced using ICT software.
70. In **physical education** a range of interesting activities enriches the curriculum. There are currently clubs for netball and gymnastics, which enable; pupils to develop skills beyond the school day. Visits from local football and rugby coaches and pupils' participation in competitive sport enhance provision. As part of a current national initiative, a visiting physical education teacher works with the co-ordinator to develop the provision further. In the one games lesson

seen, Year 6 pupils demonstrated standards appropriate for their age, showing understanding of why rules are important in games and handling cricket equipment with skill. Teaching was satisfactory overall. Resources are good. Indoor facilities are satisfactory and outdoor facilities are very good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

71. There was not enough evidence to make judgements about the quality of provision. Discussions with the co-ordinators and pupils were held and one lesson was seen. The school sees pupils' personal development as a very important part of its work. Personal, social, health and citizenship education lessons are provided in all classes. There is a good programme of activities, including work on diet, health, sex education, drugs and personal safety. Through this programme, pupils are supported well to develop a safe and healthy lifestyle, gain in confidence and practise their social skills. Circle time lessons aimed at providing opportunities for pupils to reflect on issues and share their concerns with others are provided regularly in all classes to develop interpersonal skills. Assemblies make a good contribution to pupils' personal development. In the lesson seen, pupils had good opportunities to develop their understanding of citizenship and the roles and responsibilities of caring citizens.

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	3
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	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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