

Addendum to Ofsted report 28 June – 1 July 2004

Normanton Junior School
Unique reference number 108207
Inspection number 257033

Please refer to page 3 CHARACTERISTICS OF THE SCHOOL.

The sentence "*The attainments of the pupils when they join the school are generally below average*" is replaced by "*The attainment of the children when they join the school was below average but has shown a strong improvement over the last three years and now exceeds the national average.*"

Lead Inspector

Mrs Susan Walker

INSPECTION REPORT

NORMANTON JUNIOR SCHOOL

Normanton

LEA area: Wakefield

Unique reference number: 108207

Headteacher: Mr Andrew Hoyle

Lead inspector: Mrs Susan Walker

Dates of inspection: 28th June – 1st July 2004

Inspection number: 257033

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
Number on roll:	298
School address:	Church Lane Normanton West Yorkshire
Post Code:	WF6 1EY
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Peter Glover
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

This is a large junior school, with 298 boys and girls aged between seven and eleven. It occupies the buildings of what was originally Normanton Boys' Grammar School. As a result of re-organisation of schools in the Wakefield education authority in 2001 Normanton Junior School opened as a new school, having been formerly a middle deemed primary school. Most of the existing staff transferred from the middle school. It has not been inspected previously.

The school is situated in the town of Normanton, previously a mining community close to the city of Wakefield, and is part of an Educational Action Zone. Most of the pupils in the school live in the surrounding area which is socially mixed, though the proportion of adults with higher education is about half the national average and the proportion of pupils coming from high social class households is much lower than the national average. The percentage of pupils known to be eligible for free school meals is about average. Most of the pupils are of White British heritage. A minority of pupils are from minority ethnic backgrounds, mainly Asian and Chinese. None of the pupils are in the early stages of learning English. The attainments of the pupils when they join the school are generally below average. The proportion of pupils with special educational needs is above the national average. Most of these pupils experience moderate learning difficulties, social, emotional and behavioural difficulties and hearing impairment. Six of the pupils have statements of special educational need, which is higher than average.

The school has been through an unsettled period in the past two years due to the long-term absence of key members of staff. It has been selected by the local education authority to participate in a pilot scheme to promote the social, emotional and behavioural development of the pupils. (SEBs)

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a school with serious weaknesses. Although it has several strengths, the school is not yet effective. There are weaknesses in the provision for mathematics and science and a significant number of pupils are underachieving in these subjects, particularly the higher attaining pupils. Shortcomings in some aspects of the teaching and the leadership and management of the school contribute to the low standards. However, it should be noted that the school has experienced a lengthy period of instability due to the absences of key members of staff. In English standards are slowly improving and pupils achieve satisfactorily. The school takes good care of the pupils and makes good provision for their personal development. In the light of the underachievement of pupils in some important subjects, **value for money is unsatisfactory.**

The school's main strengths and weaknesses are:

- Provision in mathematics and science is unsatisfactory and many pupils underachieve in these subjects. The teaching does not always provide enough challenge for pupils, especially higher attainers. Assessment is not used consistently to plan suitable work for all abilities and the quality of marking is too variable.
- Pupils achieve very well in art and design and they do well in design and technology, history, information and communication technology (ICT) and religious education.
- Pupils have good attitudes to work and behave well.
- The school provides a good curriculum that is enriched by additional activities.
- The commitment and work of the deputy headteacher have taken the school forward in the headteacher's absence. Good systems have been introduced to strengthen teaching and learning but they have not yet had enough impact on standards.

The school has not previously been inspected.

STANDARDS ACHIEVED

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

*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.*

The achievement of pupils is satisfactory in English but not in mathematics and science. Pupils join the school with attainments that are generally below average but they do not build on this well enough during their time in the school. The table above demonstrates that in English standards have remained below average year on year although pupils in the school are achieving satisfactorily when account is taken of the low starting point of the majority. There has been a significant improvement in writing standards in the past year. The school was performing better in mathematics for a couple of years but then standards fell dramatically to well below average in 2003 where they have remained. The results of national tests in science have declined steadily in successive years. They were in the lowest five per cent in the country (E*) compared to similar schools in 2003. In all three subjects there are too many pupils who achieve only the lower levels for their age, while the number of pupils who reach the higher levels is disproportionately low. Standards of work among the younger pupils in the school show signs of improvement as the effects of monitoring and the new management systems begin to take effect.

The school makes good arrangements for the personal development of the pupils. The provision for **spiritual, moral, social and cultural development is good.** Pupils' attitudes towards work and their behaviour have improved considerably in the past year and are now good, as is attendance, which has also improved significantly.

QUALITY OF EDUCATION

The quality of education is satisfactory overall and improving slowly. Teaching is satisfactory overall. Although there is much that is good the teaching in the school varies between classes and too often it is not good enough in science and mathematics. Teachers generally have good subject knowledge, give clear explanations and include plenty of good opportunities to promote speaking and listening. The main weakness is the lack of planning for the needs of all pupils in some lessons, which too often results in all pupils undertaking the same work, irrespective of their abilities. Assessment is not used well enough to help teachers with planning for this purpose. These shortcomings are contributing to the low standards in mathematics and science. The curriculum is good with due emphasis on the basic skills of English and mathematics balanced out with good provision for the arts and humanities, subjects in which the pupils do well. The accommodation and resources for learning are very good and they are used effectively by staff to help pupils learn. Pupils are cared for well.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. Governors are supportive and fulfil their statutory role but they do not hold the school to account with enough rigour. The senior management team and co-ordinators are becoming increasingly influential in supporting staff and monitoring the work of the school. There are new management systems now in place with the potential to strengthen teaching, such as the use of data to track the progress of pupils and the monitoring of teaching and learning. However, the systems are not yet fully embedded in practice in the school because there is too much variation in the way they are implemented and so their effects have not yet impacted fully on standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school has **satisfactory** links with parents. Most parents are satisfied with what the school has to offer. They are happy with the amount of information about the school but some would welcome more information about what their children are learning and feel that the school could do more to seek their views. Pupils have positive views of their school and most enjoy coming.

IMPROVEMENTS NEEDED

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

- Raise standards in English and especially in mathematics and science.
- Strengthen the teaching by ensuring that all teachers make better provision for the learning needs of all the pupils, particularly higher attainers.
- Make better use of the information from assessments to guide planning and improve the consistency of marking.
- Ensure that management systems such as monitoring, planning and assessment are implemented consistently and rigorously, and their effects evaluated.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Pupils achieve **satisfactorily** in English in relation to their below average attainments when they join the school, though standards are below average. In mathematics and science, however, a significant number of pupils are **underachieving** and the school's results in national tests in 2003 were well below average. Pupils are not doing as well in mathematics and science as they should because the teaching does not always address their learning needs to best effect.

Main strengths and weaknesses

- Standards in English are below average but there has been improvement in writing.
- Too many pupils underachieve in mathematics and science, particularly higher attainers.
- Pupils are confident users of ICT.
- Literacy skills are used in many different subjects.
- Pupils are achieving well in art and design, in design and technology, in history and in religious education.

Commentary

1. Most pupils join the school with below average attainments in reading, writing and mathematics. The majority of pupils make sound progress in English as they grow older so that by the time they leave the school at eleven, standards in reading and writing, though lower than average, represent satisfactory achievement when account is taken of the below average skills on entry. In mathematics and science standards are lower than in English and many pupils fail to achieve as much as they can during their time in school.
2. This can be clearly illustrated in the school's results in national tests in recent years. In English standards have been below the national average for three successive years and well below the average for similar schools. In mathematics results matched the national average in 2001 and in 2002. However, they fell sharply in 2003 to well below the national average and these results were well below those seen in similar schools. Standards in science have declined in successive years to a point where they were well below the national average in 2003. In comparison with similar schools the results were in the lowest five per cent in the country. Data provided by the school suggests that this pattern is likely to be repeated in the test results of the current Year 6 group.
3. Results in 2003 indicate significant underachievement in mathematics and science against a background of below average attainment on entry. In other words, the pupils start at the school with below average attainments and leave well below average. In both English and mathematics the proportion of pupils reaching the higher Level 5 is lower than average, while the proportion still at Level 3 is higher than average. This pattern is more pronounced in science. The trend over three years compared with all schools nationally is improving in line with or above other schools in English but not in mathematics or science.
4. There are several factors that help to explain the low standards in the school in mathematics and science. Overall teaching is too inconsistent between classes and parallel classes do not receive the same quality of provision. A significant weakness in many lessons is the lack of careful provision for the needs of all the pupils. Teachers do not always plan sufficiently demanding work and so pupils who have the potential capacity to be higher attainers do not do as well as they might because teaching does not always fully meet their needs. Similarly, tasks are not always modified to give additional help to those who need it. This helps to explain the disproportionate number of pupils attaining the lower levels in national tests and why too few

pupils attain Level 5. Teachers do not use the information gleaned from assessments well enough when planning work, for example to pitch teaching at the appropriate levels of attainment of all the pupils or to group the pupils.

5. In the past the senior managers have not made the best use of the results from national tests to make better provision for pupils, for example by pinpointing aspects of the curriculum requiring reinforcement. However, the school now has better systems for monitoring and tracking the progress of pupils, for target setting, for scrutinising pupils' work and for monitoring teaching and learning. These systems have not yet become fully established and so their effects have yet to be seen in improving standards but they have the potential to be beneficial when embedded in practice.
6. Pupils achieve well in their use of ICT because of the very good facilities for the subject, the good teaching that promotes the confidence of the pupils and the frequent access the pupils have to computers. In art and design pupils achieve very well and the quality of finished work is high as a result of the interesting and varied curriculum and the expertise and enthusiasm of the teachers. There is also good achievement in some music lessons, especially when pupils are taught by the knowledgeable co-ordinator. In history and religious education, pupils make steady gains in developing knowledge and understanding and achieve well because the subjects are emphasised well in the curriculum. Literacy is used well in most subjects and pupils have plenty of opportunities to practise their skills beyond the literacy hour.
7. Most pupils with special educational needs make steady progress in their learning when supported by teaching assistants. On occasions, however, when this additional support is unavailable, they do not achieve so well because they do not get so much individual attention. The support provided by teaching assistants can be inconsistent in quality and this affects the progress made by the pupils. The quality of the individual educational plans for each pupil is good with targets broken down into small steps that are relevant to the needs of each pupil. Progress is reviewed regularly and monitored by the class teacher and teaching assistants.

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

Standards in:	School results	National results
English	25.5 (25.9)	26.8 (27.0)
mathematics	24.8 (26.5)	26.8 (26.7)
science	26.2 (27.5)	28.6 (28.3)

There were 120 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and attendance are **good**. The provision for pupils' spiritual, moral, social and cultural development is **good** and pupils respond well to the opportunities the school provides for them to grow and mature. Punctuality is satisfactory.

Main strengths and weaknesses

- Pupils' attitudes to school and their behaviour have improved and are now good.
- Relationships in school are good and based on mutual respect.
- Pupils have a good awareness of the responsibilities of living in a community.
- A few pupils demonstrate challenging behaviour but teachers deal with it well.
- Attendance has improved and is now good.

Commentary

8. Most pupils arriving at school display a pleasant and positive attitude, which is sustained throughout the day. The majority of pupils behave well both at work and play and their moral development is good as seen in lessons, assemblies and around the school. For example, the behaviour of pupils in Year 4 was good as they enjoyed music and used it well to create a sequence of rap movements as part of their study of dance through the ages. There is no evidence of physical bullying but pupils confirmed that there are occasional incidents of unkind behaviour which teachers deal with successfully when pupils report them. The number of pupils excluded from the school has fallen dramatically in the current year because the pupils concerned have since left the school.
9. Pupils' social development is good as seen in the good relationships that exist in school. Pupils say they are happy to be in school although they recognise that some pupils find it difficult to conform to school rules. Pupils of all ages show a willingness to work together and to share ideas, as was seen in a lesson of personal, social and health education and citizenship (PSHCE) when pupils considered the meaning of 'belonging' and how it feels to be isolated from a group. Teachers and classroom assistants make pupils feel important and special by listening to them and taking notice of what they say. As a result, this raises the pupils' self-esteem and builds their confidence well. Pupils with special educational needs take a full part in all that the school provides.
10. The good spiritual development of pupils was seen in thoughtful assemblies led by the headteacher. Pupils contributed well to share their ideas of how to create a caring community in which all members work happily together. The quiet period of reflection allows pupils ample time to consider the main themes of the assemblies. The school council is at an early stage of development but its members are already taking the ideas of their classmates to the meetings for consideration and are now having a 'voice' in school. There has been an improvement in pupils' cultural awareness as seen in subjects like religious education, art, music, history, geography and design and technology. A range of visits out of school enhances pupils' awareness of their own and other cultures, for example visits to Clarke Hall and a local mosque. Displays around the school show that pupils have studied Japanese and Indonesian art, and made shelters in the style of North American Indians in design and technology.
11. Attendance has shown a significant improvement over the last year and it is now good. As can be seen from the table below authorised absence was below average in the last reporting year. The improvement is due to the effective measures the school now has in place to motivate and reward pupils for regular attendance and to the very good support received from the education welfare service. Unauthorised absence is still higher than it should be, mainly due to the irregular attendance of children from a small number of families. Punctuality is satisfactory and most pupils arrive in good time for school. They move purposefully between lessons and no time is lost for learning.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	93.0
National data	94.2

Unauthorised absence	
School data	1.3
National data	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White - British	282	16	0
White - any other white background	1	0	0
Mixed - White and Black Caribbean	1	0	0
Mixed - White and Asian	1	0	0
Mixed - any other background	1	0	0
Asian or Asian British - Indian	4	0	0
Asian or Asian British - Pakistani	2	0	0
Asian or Asian British - any other background	1	0	0
Black or Black British - African	1	0	0
Chinese	2	0	0
Any other ethnic group	2	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory** overall and improving slowly but there is considerable variation in the quality of teaching between classes, particularly in the ways in which teachers cater for the differing needs of the pupils. Assessment is not used to best effect for this purpose. The curriculum is good. There is a suitable emphasis on the basic skills of English and mathematics and the provision for the arts and humanities ensures that pupils benefit from a lively and enriched range of experiences in these subjects. Pupils are cared for well and there are satisfactory links with parents and good links with the community. The accommodation and resources for learning are very good and they are used well by staff to help pupils learn.

Teaching and learning

Teaching and learning are **satisfactory** overall. Most lessons have good and sometimes very good features but these are offset by unsatisfactory elements in a significant number of lessons, particularly in mathematics and science. As a result pupils do not always make as much progress as they should in these subjects. Teachers do not make enough use of information from assessments to help them plan precisely for the needs of all pupils.

Main strengths and weaknesses

- Secure subject knowledge and clear direct teaching promote good levels of concentration and application in most lessons. There is generally good class management and most teachers have high expectations of behaviour.
- There are plenty of good opportunities for speaking and listening which give pupils confidence and develop their vocabulary.
- Resources for learning are used imaginatively in many lessons but the resource of time is not always used as efficiently.
- Teachers do not always plan to meet the needs of all pupils.
- Management systems are slowly becoming embedded but are not having enough impact because teachers are not implementing them consistently.

- Information from assessment is not used well enough and there is inconsistency in the way in which pupils' work is marked.

Commentary

12. The quality of teaching varies considerably from class to class. It is satisfactory overall with about half the lessons judged to be good and a small proportion very good. Where there is a good level of subject expertise and enthusiasm it is clearly evident in the quality of teaching and the standards achieved by the pupils. This is especially the case in art and design, design and technology, ICT and religious education, and pupils tend to achieve well in these subjects. Examples of good teaching were also seen in some music and in history lessons. On the other hand, though no lessons were judged to be entirely unsatisfactory during the inspection, evidence from samples of pupils' work indicates that the teaching in science and mathematics is unsatisfactory overall. The inadequate planning for the needs of all the pupils helps to explain the underachievement in these two subjects.
13. There are several strengths in the teaching throughout the school. In general teachers have secure knowledge of the subjects they teach and explanations are often clear and lively, holding the interest of the pupils. In lessons where there is specialist expertise and real enthusiasm learning steps up and pupils achieve well because they are stimulated by the teachers' explanations and engrossed in worthwhile activities. They persist with their tasks because they enjoy them. A good example of this was seen in a stimulating lesson in ICT where pupils were required to use a graphics program to create pictures with coloured tiles. Because the lesson was well structured and demanding, pupils concentrated well and produced imaginative and carefully designed pictures. The well-trained teaching assistants often make a good contribution to the quality of teaching and learning, particularly when they work with pupils with special educational needs. The additional adult support helps such pupils to undertake a similar curriculum to their peers and to achieve success in their lessons. Another common strength in many lessons is the way in which teachers weave good opportunities for pupils to work collaboratively in group and paired activities that promote pupils' social skills such as co-operation and negotiation. Most pupils clearly enjoy these activities and respond with maturity.
14. There is a correlation between the behaviour of the pupils and the effectiveness of the teaching. In the good lessons class management is skilful and unobtrusive and expectations of behaviour are high. Pupils work hard because they are engrossed in their work and because the lessons are suitably paced to hold their interest. Some teachers are particularly skilled at handling the challenging behaviour of a minority of pupils so that lessons are not interrupted. A very good example of this was seen in a science lesson in Year 3 when the teacher modulated her voice almost to a whisper to control the excitement of the class as they examined their seeds. The persistent calling out of one pupil with learning difficulties was dealt with sensitively and constructively, the pupil's untimely observations turned into a positive contribution rather than a nuisance, and so the lesson proceeded nicely. By contrast, when teachers make frequent interruptions to the flow of a lesson in order to admonish pupils for minor misdemeanours or when explanations become too laboured, pupils become restless and lose interest. The teacher then has to repeat what has already been said and the momentum of the lesson is lost.
15. Staff are very mindful of the need to promote speaking and listening and so most lessons include good opportunities for discussion, group work, role-play, drama and talk. Most teachers are good at generating discussion and posing questions that enable them to establish the levels of understanding of the pupils. In the best examples questions are open ended and provide good scope for pupils to share their thoughts and ideas in extended responses, particularly during sessions in personal, social and health education and citizenship.
16. The school is well resourced and teachers use imaginatively the wide range of materials that is available to make their lessons interesting. The resource of time is not always used to best advantage however, because daily planning often lacks precision and detail. Lessons are not always structured carefully enough with a clear time scale for each activity with the result that

occasionally lessons finish too soon because pupils have completed all that has been prepared and there is insufficient contingency for this eventuality. At other times activities become too protracted because too much time is spent on them. Consequently pupils lose interest in the task as soon as they have finished and use the time spent waiting for further instruction unproductively.

17. A recurring weakness in many lessons is the lack of attention given to planning work that matches the needs of all the pupils and this is one of the main reasons why pupils underachieve in mathematics and science. Although there are some lessons where pupils are challenged well this is not always the case and there are too many lessons where all pupils tackle the same tasks irrespective of their ability. As a result of this, higher attaining pupils often mark time because the work they are given is not taxing enough to really challenge them. Similarly, pupils who need more support sometimes struggle because tasks have not always been adapted for them. There is also some inconsistency in the range and type of work provided in parallel classes because teachers do not plan the work for a whole year group together in teams to ensure consistency and equality of experience.
18. The teaching of pupils with special educational needs is satisfactory. Class teaching is good when teachers draw in the less able pupils by including them in questioning. Some teachers also provide pupils with suitable tasks that develop the specific skills and attitudes that are written in their individual plans but this approach is not consistent across the school, and, at times, pupils struggle. The impact of the range of support by the teaching assistants can be good but is variable.
19. The school has developed a good range of assessments in English and mathematics, which are administered over the course of a year and which provide clear information about the progress made by each pupil over time. Teachers do not, however, make best use of information from these assessments to guide their planning so that work matches the levels of attainment of all the pupils. In science, assessment procedures have only been introduced for pupils in Year 6, which means that in all other year groups teachers have very little data on which to base their planning so that the needs of all pupils are met. Assessment of pupils with special educational needs is satisfactory. Some teaching assistants record the progress of the pupils and this is fed to the class teacher and special needs co-ordinator. The staff track the progress of these pupils adequately but its influence on subsequent planning for their needs is unclear.
20. The quality of marking varies widely across the school and between subjects. There are plenty of examples of very good marking that is both encouraging to pupils whilst at the same time providing clear advice as to how they could improve their work. Examples of good marking are especially evident in English. In other subjects however, marking is often perfunctory and does little to help pupils to know how they can improve.
21. The leadership has taken steps to eradicate inconsistencies in the teaching by introducing clear systems for the monitoring of teachers' plans, lessons and samples of pupils' work and by providing written feedback to teachers. But there is work still to be done to bring about the effectiveness of these measures. Monitoring has not fully impacted on practice yet because not all teachers are fully committed to implementing the resulting recommendations.

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	3 (8%)	16 (40%)	21 (53%)	0	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.

The curriculum

The school provides a good curriculum that is supplemented and extended by additional activities that promote learning and the self-esteem of the pupils. The accommodation and resources are very good and facilitate the teaching well.

Main strengths and weaknesses

- The curriculum is broad and well balanced.
- There are good links between subjects.
- A wide range of visits, visitors and additional activities enhances learning and enriches the basic curriculum.
- Pupils with special educational needs are supported well.
- The quality of accommodation and resources is very good and enhances the teaching.

Commentary

22. The curriculum is well planned to ensure that all elements of the National Curriculum are taught. There is, rightly, due emphasis on the basic skills of English and mathematics but all other subjects are also well represented. The school's provision of the arts and humanities are strengths of the curriculum and the effect of this can be seen in the good achievement of the pupils in these subjects.
23. Teachers make good links between subjects when planning their lessons and this helps to make learning relevant and cohesive for the pupils. For example, as part of their studies in history pupils in Year 5 visited Clark Hall, where they took part in activities that featured art and design, mathematics and literacy whilst dressed in period costume. There are very good examples of art and design being used effectively to illustrate topics in history, as seen in well-executed and accurate representations of Greek pottery. Literacy and ICT are integrated well into most subjects, for example when pupils record their work in science in written form and as graphs.
24. Throughout the school, visitors and visits add to the richness of the curriculum. Pupils visited a mosque in Bradford in order to find out about celebrations and worship in other cultures. To link with their work on making sandwiches, younger pupils visited a local supermarket to find out how sandwiches are made on a large scale. Other pupils visit museums, the local town centre and Malham Cove to compare and contrast localities. Out-of-school clubs have proved popular, with sports skills being taught, a thriving chess club and choir, and recorders groups being offered. Such activities allow all pupils access to a range of activities that extend what is taught in lessons and help to develop positive attitudes to learning. The popular residential visits do much to develop the confidence and social skill of the older pupils.
25. Pupils with special educational needs benefit from the support of the class teachers and teaching assistants, which enables them to have access to all areas of the curriculum. Because they have good quality individual educational plans, learning takes place in small steps and this helps to raise self-esteem and promote confidence. When pupils are taught in small groups they benefit from the additional, more individualised attention and make steady progress in reading and writing.
26. The daily planning of lessons is not consistent between year groups. Although the classes in each year groups undertake the same topics they are not always taught in the same way because teachers do not plan their work together. This means that pupils in different classes do not all have the same experiences and this can compromise their equality of opportunity. Furthermore, it does not help the quality of teaching to improve through the pooling of expertise and resources, the dissemination of good practice and the promotion of teamwork among staff.

27. The accommodation within the school is very good indeed. It is spacious and enhanced by attractive displays. There are well-equipped specialist rooms for ICT and music, two libraries as well as quiet research rooms and areas where small groups of pupils can be taught more intensively in small groups. Outside, there are extensive grounds, which include an attractive 'Peace Garden' that provides an area for quiet activities. However, much of the hard area is bare and unattractive and lacks stimulation for pupils. There are plenty of attractive resources that enhance the teaching considerably. The school is very well off for computers, so that pupils all have a machine to work on and rarely have to share with others. There are good facilities for practical subjects such as art and design, which means that the curriculum is ambitious and exciting. For example pupils are able to produce such good work in ceramics because the school has a kiln and plenty of tools for the purpose.

Care, guidance and support

The school's procedures for ensuring the health, safety and welfare of pupils are **good**. The provision for pupils' support and guidance based on monitoring is **satisfactory**.

Main strengths and weaknesses

- Pupils are cared for well. Good induction procedures ensure that new entrants to the school settle down quickly and begin to make progress.
- Pupils form trusting relationships with adults when in need of help or advice.
- Health and safety and child protection procedures are good
- There is room for improvement in the monitoring of academic progress.

Commentary

28. Health and safety procedures are good and there are relevant systems for recording and dealing with medical issues, accidents or other incidents. With the support of the local authority, fire safety and site security are well managed and risk assessments of the site are conducted regularly. The procedures for child protection are good and all staff are aware of their responsibility in reporting any concerns. There is a generous number of adults in school who are fully qualified in first aid procedures and some staff have also received additional training in dealing with emergencies. Visitors to school enhance the provision; for example, the police liaison officer and school nurses give talks to pupils. Sex education and information about drug abuse is a feature of the programme for personal, social and health education and citizenship. Older pupils follow a formal course on 'Growing Up'. Pupils learn to be good citizens through a behaviour strategy project that is giving them the skills and knowledge to make informed decisions about matters that affect their lives in and out of school.
29. The induction of children new to the school is good. 'Taster' days are provided for parents and children to visit the school before they transfer from the infant school. Pupils who joined the school at a later date said they found their new school welcoming and they settled down well. Pupils care for each other well, as can be seen in the support that older pupils give to younger and in the way that pupils who have a special educational or personal need are included in activities. Pupils feel safe and secure and this helps them to respond to the teachers' expectations of high standards of behaviour and of engagement in learning. As a result, pupils grow in confidence and have a trusting relationship with adults in the school. The Education Action Zone initiative has contributed well to this by training some classroom assistants to work with pupils to help to develop their skills in literacy and reading.
30. The school has now begun to seek the views of pupils through the school council and this is beginning to have an impact on school developments. Pupils grow and mature into responsible young adults within the 'family' of Normanton Junior School. Most pupils readily accept responsibilities around school, for example in the classroom, in the dining hall and in the playground. Relationships in school are considerably strengthened through the success of the

rewards system which spurs them on to attend school regularly and behave well. The advice and guidance based on monitoring are satisfactory overall but would be improved if assessment of pupils' academic progress were used more effectively to cater for their individual needs. Many parents of pupils who have special educational needs value the commitment of the staff to care for their children. Carers and parents discuss their children's progress at parents' evenings but there is scope for greater involvement of parents/ carers in the review process of individual education plans.

Partnership with parents, other schools and the community

The school has **satisfactory** links with parents. There are **good** links with the community and with other schools and colleges.

Main strengths and weaknesses

- Links with other schools and colleges are good and provide additional support for pupils and also help in the transfer of pupils to secondary education.
- There are good links with the local and wider community.
- The school is not active enough in seeking parents' views about what is going on in school.

Commentary

31. Most parents are satisfied with many aspects of the school's work, as seen in the positive responses to the pre-inspection questionnaire and through the comments from parents during the inspection. Satisfactory information is provided about events in the school through the newsletter, but parents would like more information about what their children are learning. The prospectus and the annual report of the governing body are friendly and accessible documents, which give good information to parents about the work of the school. Reports to parents on their children's progress are satisfactory overall but the quality of the information varies between year groups. There are two consultation evenings each year in the autumn and spring, which is judged to be satisfactory and similar to other schools. However, parents feel there is not enough time at these meetings to discuss their children's progress fully. They confirm that they would like more regular information on the progress their children are making so that maximum support can be offered.
32. The school provides a 'listening ear' when parents have problems or concerns. Although there is no parents' association, parents support the school at social and fund-raising activities and when pupils go on visits. Very few parents help in school and some feel they are kept at 'arm's length'. They say they would welcome the opportunity to contribute their ideas to school developments through surveys and personal visits. Their contribution to children's learning at school and at home is satisfactory but parents are justified in feeling that this could be improved with more information on how to help their children. In the responses to the questionnaire, parents were unanimous in their view that the staff expect children to work hard and achieve their best.
33. Links with the community are good. There is well-established sporting provision; for example, the links with local teams like Leeds United FC and Castleford Tigers RLFC enhance pupils' learning and enjoyment. The 'Five Towns Partnership' offers both in-school and extra-curricular activities. All this helps pupils to work as a team and develop a sense of fair play. Visits out of school to museums and other places of interest not only widen pupils' horizons but also help them to understand what it is to be a good citizen. Pupils have a social conscience and collect for charities at home and abroad. Links with the high school to which most pupils transfer are good. Teachers from the high school visit the school for curricular links. Pupils in Year 6 confirm their enjoyment of their lessons in the French language. Good practice is shared between the pyramid of schools through the good support from the Education Action Zone initiative. There are good links with the main infant school through exchange visits for concerts and other events, though there is scope to develop further the curricular links.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall. The governance of the school is **satisfactory**, as is the leadership of the headteacher and other key staff. There are some significant weaknesses in the effectiveness of management with the result that standards have not risen quickly enough.

Main strengths and weaknesses

- The school has good systems for monitoring and self-evaluation but the actions identified have not been implemented with enough rigour.
- The working relationship between the headteacher and deputy is good and is beginning to take effect.
- The senior management team is starting to influence the quality of teaching through improved monitoring and advice to teachers.
- Governors are supportive and know the school well but are less ready to pose questions over why standards are low.
- Lack of financial security has hindered school development.

Commentary

34. After a long period of acting headships the school is now better placed to face the future because there is more stability. There is a good working relationship between the headteacher and deputy who set a positive climate for learning which most staff and pupils value. There have been good improvements in monitoring and self-evaluation in recent months and these have allowed the school to set clear targets for improvement. The tracking of pupils' progress is now more refined and the school has a realistic plan for raising standards, though not all staff have taken the actions identified, with the result that improvement has not been rapid enough. The good progress in English and in some of the foundation subjects¹ has not been replicated across the curriculum. There is a lack of consistency in the way that staff plan lessons. This affects pupils' achievement from class to class.
35. There have been some sound developments in the leadership and management of the school. The senior management team is now a cohesive unit that is beginning to have a greater influence on planning for school improvement. Subject co-ordinators understand their role better and are having a greater impact on progress in their subjects. This is shown in the good achievement in ICT, art and the humanities, though there is much work still to be done in science and mathematics. The organisation for pupils with special educational needs is good. The school ethos is good and there is the capacity for improvement if all staff work together. The school development plan is thoughtful and detailed but contains too many items and not enough focus on priority.
36. The governors are industrious and understand the school's strengths and weaknesses. They ensure that all statutory requirements are met. They give good support to the headteacher and staff but there is a tendency for them to react to situations as they arise rather than to plan for future developments. There was not enough rigorous challenge to the school over the question of falling standards.
37. The school is run efficiently on a day-to-day basis but there have been difficulties in clearing a large budget deficit over recent years. This has hampered the development of educational priorities such as extending the provision of teaching assistants. Continued staff absence also creates some financial uncertainty. The principles of best value are applied satisfactorily but in view of the underachievement of pupils in some subjects, value for money is unsatisfactory.

¹ Foundation subjects are art and design, design and technology, geography, history, music, physical education and personal, social and health education and citizenship.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	820 915
Total expenditure	877 828
Expenditure per pupil	2 411

Balances (£)	
Balance from previous year	4 830+
	-29359*
Balance carried forward to the next	-22 724

* The carried forward sum includes £29 359, which was late payment for NGFL installation.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in writing are still not high enough but recent developments are starting to make an impact.
- The emphasis on the development of speaking and listening is helping pupils to think more clearly.
- The tasks set for written work are not chosen carefully enough to meet the needs of different pupils.
- Pupils show confidence in using ICT to present their ideas in English.
- There is good self-evaluation but teachers are slow to implement the ideas for action to raise standards.
- Literacy skills are regularly reinforced in many different subjects.

Commentary

38. Standards are below average in reading and writing though achievement is satisfactory overall because pupils arrive in the school with low levels of literacy. They do better in speaking and listening. Teachers provide good opportunities for pupils to participate in class discussions and this is helping pupils to shape their ideas before writing. For example, in Years 5/6 some very dramatic team teaching, using role-play, generated great interest in poetry. Teachers also help pupils to develop their reading skills by practising group performances of poems, which is giving the pupils greater confidence. The good supply of reading material and increased time devoted to reading are starting to have a positive effect on standards. Reading is a regular activity in all classes and pupils' progress is tracked carefully. Pupils in the current Year 3 are making good progress in reading. Throughout the school pupils' research skills are good, especially when they use ICT.
39. Unvalidated results of national tests in 2004 show a significant improvement in writing, with an average proportion of pupils now reaching the level expected for their age. Most pupils are making some progress in writing because marking is now more precisely linked to the pupils' individual targets and the comments of teachers relate to ways in which pupils can improve, for example, "You need more dialogue to add interest." The work set does not always complement these targets, however, and lessons sometimes lack challenge for pupils of average and higher than average ability. Pupils with special educational needs are well supported in class and in withdrawal groups because most of the teaching assistants have been trained. The programmes to support progress in literacy have also helped lower attaining pupils. Pupils are generally keen to learn, they present work neatly and often accurately but they are not given enough scope or guidance to develop their ideas in more extended pieces of writing.
40. The quality of teaching is satisfactory. There is good teaching in some classrooms where teachers show flair and originality in their approach. Here, they vary the pace of lessons and adapt the structure of the literacy hour to allow pupils time to think and to try out ideas in groups. Teachers in these classes provide clear models for writing and the displays in their rooms reinforce good practice. They use resources imaginatively and link non-fiction writing with history and geography to good effect so that pupils learn the importance of specific technical language such as 'meandering rivers'. Other lessons are static and lack vitality. Teachers in these lessons are too directive and limit the extent of pupils' writing. All pupils are

given the same tasks even when some are obviously capable of harder work. As a result pupils become bored and lose concentration.

41. Leadership is good and management is satisfactory. The subject is co-ordinated with energy and great expertise and this helps to explain the recent rise in standards. Monitoring and analysis of strengths and weaknesses in teaching and learning are good and actions to raise standards have been identified.

Language and literacy across the curriculum

42. Standards of reading and writing are below average but there is a good focus by teachers and teaching assistants on literacy across the curriculum to try to improve this situation. Book resources are good in fiction and non-fiction and pupils have good opportunities to use the library and ICT rooms for research. Pupils write better when they are motivated and some of the ideas in their religious education books show sensitivity and careful thought. The same is true in geography where accounts of a field trip to the dales are well constructed and detailed. Pupils produce good newspaper accounts of historical events using ICT. There is good use of ICT to promote an interest in writing and display but pupils are rarely asked to read out their own work aloud.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Standards are well below average and pupils underachieve in the subject.
- Where teaching is good or better, pupils are beginning to enjoy mathematics. This quality is not consistent throughout the school.
- Lesson planning lacks consistency and does not always provide work that fully meets the needs of all pupils.
- Planning for pupils in parallel classes is inconsistent.
- Teachers' marking is inconsistent and does not always show pupils how they might improve.

Commentary

43. Standards in mathematics are well below average. Although standards in the school reached the national average for two successive years in 2001 and 2002 the school was unable to build on this trend and they fell sharply to well below average in 2003. Data provided by the school indicates a probable further decline in results in national tests in 2004. There are several reasons why the school has been unable to arrest this decline in standards, the main one being that the overall quality of teaching has shortcomings. Although no lessons were judged to be wholly unsatisfactory, several of the lessons had unsatisfactory features. Samples of pupils' work indicate that the overall effect of the teaching is unsatisfactory.
44. The quality of the teaching is inconsistent throughout the school and unsatisfactory overall. Where teaching is good or better, teachers are confident with the subject and share their enthusiasm with their pupils. This impacts on pupils' interest and enjoyment and they respond positively to the challenges set. In the best lessons pupils enjoy learning because teaching is lively, brisk and keeps them on their toes. In a very good lesson in Year 6 taken by the deputy headteacher, for example, pupils were challenged as they learned to calculate percentages to solve problems. Because relationships were good and tasks were well matched to pupils' needs, pupils were enthusiastic learners and made good progress. The most significant factor that distinguishes the good teaching from that which is satisfactory is the match of tasks to pupils' abilities. In lessons where all pupils attempt the same task, with no variations to extend the thinking of the brightest, achievement for many pupils is unsatisfactory. The marking of most pupils' work is up to date but there is a wide variation among teachers in the way they

inform pupils about how well they might improve their work. Pupils of all abilities are encouraged to present their work well.

45. The resources in the school are very good and where they are used well, they contribute to good or better teaching. Pupils with special educational needs are well supported by effective and well-briefed teaching assistants who help the pupils achieve success with tasks that are modified so that they break down learning into smaller and more manageable steps. Pupils are beginning to develop a sound mathematical vocabulary as they grow older, because of the emphasis that is placed on the use of correct terminology. Mathematical investigations are beginning to be used in some classes and this enables pupils to apply their knowledge of mathematics in a variety of ways. However, this strategy is not yet consistently applied throughout the school.
46. The quality of leadership and management is satisfactory. The co-ordinator has been instrumental in implementing changes in order to raise standards but these changes have not yet had time to raise standards. A new system for tracking the progress of pupils has been implemented and has the potential to clearly indicate which pupils are making insufficient progress so they can be targeted for additional support. The monitoring of teachers' planning at senior management level has been robust, but all staff do not always implement suggested improvements. Monitoring of teaching by the co-ordinator tends to lack sufficient rigour and developmental points in order to raise the quality of teaching and learning.

Mathematics across the curriculum

47. Opportunities for pupils to use and develop their numeracy skills across other areas of the curriculum are satisfactory. Pupils use their mathematical skills and knowledge in many science lessons when, for example, they measure and compare the lengths of rubber bands that are attached to different weights as part of their investigation into forces. The pupils use their skills in measuring in design and technology lessons when they make artefacts such as tepees and they use weights to test the rigidity of their bridges. In history the pupils gain an insight into the passage of time by recording events in their own lives in a 'time-line' that places each experience in correct sequence. In geography, skills of using co-ordinates are used well in map work. Although there is some use of ICT to support work in mathematics, there is scope for further development to strengthen the link between the two subjects.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Standards are too low in this subject and many pupils underachieve.
- Work is not always matched well enough to the needs of the pupils and too much work is copied.
- The school lacks a clear system to assess pupils throughout the school.
- There is a developing emphasis on investigation.
- The new co-ordinator is providing strong leadership.

Commentary

48. Standards by the end of Year 6 have declined steadily over successive years and were well below the national average in national tests in 2003. In comparison with similar schools, results were very low, placing the school in the lowest five per cent in the country. A significant number of pupils are underachieving in relation to their prior attainment in this subject. Too few pupils attain the higher levels in national tests and a disproportionate number reach only the lower levels. Data provided by the school and based on the assessments of pupils in the current Year

6 suggests that the school's performance in national tests in 2004 is likely to have declined since last year. The main reasons why pupils are not doing so well in this subject are weaknesses in the teaching, a lack of rigour in the way in which the subject has been managed in the past and a lack of assessment in the subject. The scientific skills of the older pupils are underdeveloped because they have done too little investigative work in the past. However, there are promising indications that the new management systems, for example in monitoring and planning, are beginning to take effect.

49. The cumulative effect of the teaching over time is unsatisfactory because many of the pupils make insufficient progress. Samples of pupils' work show that in some classes there has been too little investigative work and where it does occur it is often too teacher directed. This has limited pupils' opportunities to think scientifically by planning and executing their own investigations and developing skills such as hypothesising and drawing conclusions. There are nevertheless some pockets of good teaching in the school, for example in one class in Year 5, where a combination of secure subject knowledge and challenging tasks generated enthusiasm and interest among pupils as they explored pollination in plants.
50. The main weakness in the teaching is the lack of provision for the varying needs of the pupils. Evidence from work in pupils' books shows clearly that in too many lessons all pupils are expected to undertake similar tasks, irrespective of their abilities. This practice limits the progress of higher attainers because they are not challenged enough and are often expected to practise skills they have already mastered. This helps to explain why so few pupils are reaching the higher levels in national tests. Pupils in a Year 4 class, for example, were given the task of recording on a picture of a plate all the food they had consumed the previous day. This activity did little to challenge and is more reminiscent of Key Stage 1. Furthermore, the practice of copying directly from texts does little to develop the scientific understanding of all pupils or hone their writing skills. Pupils with special educational needs are invariably supported well by adults, and achieve well with tasks that help them to meet the targets on their individual education plans.
51. Another reason why pupils are not doing so well in this subject is that assessment is not used to best advantage. The school has not yet developed a secure system for teachers to assess the attainment of pupils against levels of the National Curriculum. Consequently in Years 3 to 5 the teachers have no means of measuring the progress pupils have made over time. Unlike English and mathematics, pupils in Years 3 to 5 do not yet have targets to aim for in the subject and teachers have no clear data to help them plan work suited to individual levels of attainment. In Year 6 assessments are made on pupils to help teachers to predict the outcomes of national tests, but by the time teachers have a clear picture of what pupils might achieve it is too late to affect the results significantly. The marking of pupils' work varies between classes. At best it reinforces scientific understanding, acknowledges effort and helps pupils to understand how to improve. At worst, pupils' efforts are valued with little more than a tick or their work is unmarked.
52. Teaching is slowly becoming more consistent through the school as the impact of staff training and newly-introduced management systems begin to take effect. Throughout the school there has been insufficient emphasis on investigation in the past. Since this aspect of teaching has been a focus for development there has been a noticeable increase in opportunities for pupils to investigate and engage in practical activities, as can be seen in samples of pupils' work. However, although this aspect of teaching is improving there is still too much direction by teachers and mechanistic tasks that provide few opportunities for pupils to use their scientific knowledge to devise and conduct their own investigations. In most classes there is a growing emphasis on the use of correct scientific vocabulary, though the school could usefully bring about better parity between parallel classes in this respect through joint planning in year groups.
53. There are some common strengths in the teaching. In most classes pupils undertake plenty of work in science in the course of a year. Teachers provide suitable opportunities for pupils to use their skills in speaking and listening, literacy and numeracy. The effective use of ICT

enhances some lessons well. In Year 5 for instance, pupils used a microscope linked to a laptop computer to examine fruits and seeds in detail. Not only did this activity deepen their scientific understanding, it also provided a moment of awe at the wonder of the natural world. There is a good emphasis on group activities, where pupils learn to collaborate, pool their ideas and develop social skills.

54. The subject is well placed for improvement as it is now managed by a new co-ordinator who is under no illusions about what needs to be done to raise standards. She has a clear understanding of the strengths and weaknesses in the subject and what needs to be done to bring about further improvement. A positive start has been made in monitoring the subject through an analysis of teachers' plans and pupils' workbooks. This exercise has emphasised the need to improve the way in which teachers plan for the differing needs of all the pupils. However, some teachers are finding it difficult to adapt to this requirement and to implement the advice of the co-ordinator. There is an urgent need now for the school to introduce a common system for assessing the attainment of pupils so that teachers can make better provision for differing levels of ability and so challenge the higher attaining pupils with more demanding work.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Pupils enjoy using computers and achieve well.
- Teaching is good, especially in the older classes.
- Pupils with special educational needs make good progress.
- Supportive leadership has helped teachers to develop their confidence in teaching the subject.
- Facilities for ICT are good but the lack of regular maintenance causes problems.
- Teachers use ICT effectively across the curriculum.

Commentary

55. Standards in Year 6 are average, with a significant proportion of pupils showing good independent thinking in their work. The pupils have a good awareness of their audience when they produce multi-media presentations and they talk convincingly when responding to questions about the way that they have constructed their information. They know some of the theory behind the control of technological operations such as traffic lights and lighthouses. Most pupils achieve well from a low base of knowledge on entry and they all show very good attitudes to learning in the computer rooms. The intermittent problems with some of the equipment and the lack of funding for supporting the maintenance of computers do have an adverse effect on progress, however.
56. Pupils with special educational needs are well supported by teachers and assistants and they often achieve well in lessons. For example in Year 6, pupils with special educational needs experienced success in following prompts to change the sequence of traffic lights. They learn the importance of setting out clear instructions in the process to make the operation work. Most pupils are able to log on themselves and they are confident enough to undertake routine tasks thereby saving the teacher time in getting the lesson started. Teachers are well organised at the beginnings of lessons, often describing the task in the classroom where there are fewer distractions, so that pupils can make a prompt start in the computer room. Considering the large number of pupils in the computer rooms the management of classes is good.
57. The quality of teaching and learning is satisfactory and most teachers are now confident enough to use ICT increasingly across the curriculum. Only in the best lessons do teachers consider the range of ability of pupils in the class when planning lessons. In Years 5 and 6 pupils are set progressively difficult tasks which they can attempt at their own pace. The

teachers use the skills of higher attaining pupils to good effect. They encourage them to explain the processes to the rest of the class as they demonstrate different functions of the computer with the interactive white-board. Such examples are rare. Too often pupils who have good skills are kept waiting for the rest of the class to catch up because teachers tend to set the same tasks for all.

58. The leadership and management of the subject are satisfactory and improving steadily. Teachers are gaining confidence in the use of ICT as a result of good training and regular support from the co-ordinator. Assessment of pupils' progress is still at an early stage of development and needs further improvement.

Information and communication technology across the curriculum

59. ICT is used satisfactorily across the curriculum. Pupils use word processors often to write up their stories and poems. This gives them greater motivation to develop their writing, and encourages them to present their work neatly and accurately. Pupils' understanding of other subjects such as history, mathematics and geography are reinforced well when they apply their skills to design spreadsheets and graphs, to solve problems and to show the results of surveys pictorially. The use of the Internet is helping pupils to undertake research for projects in many subjects. Though this encourages pupils to think for themselves to a certain extent, many tend to copy out material indiscriminately. Not enough opportunity is taken to ask pupils to read out their work aloud to question their ideas or to extend their reading skills.

HUMANITIES

History and geography were sampled and religious education is reported in full.

60. **History** is emphasised well in the curriculum and curricular requirements are met in the subject. Samples of pupils' work indicate that a growing strength of the provision is the increasing emphasis on the development of historical skills that help pupils to deepen their understanding of the causes and effects of events as well as their body of knowledge. The teaching in the two lessons seen was good, with staff enthusing pupils with their own interest in the subject. In both lessons there was a good emphasis on the analysis of evidence, or as one teacher put it, "trying to get to the truth". There is a good emphasis on group activities that promote speaking and listening as well as social skills and pupils respond to these activities sensibly. Pupils in Year 3/4 showed good levels of maturity and collaboration as they discussed their ideas about why the Romans may have hated the ancient Britons and they used their skills in literacy and drama to good effect to re-create Boudicca's stirring speech to rally her troops. This lesson was successful because the activities were well matched to the needs of the pupils and they learned well because they were motivated and challenged. Samples of pupils' work show that teaching is more variable throughout the school and there is not always such a good match to pupils' needs. In some classes there is an over-reliance on photocopied worksheets which do little to bring the subject alive because some of the activities tend to be mechanistic and at times undemanding.
61. No lessons in **geography** were observed but the scrutiny of pupils' work shows good coverage of the subject. Pupils have a sound understanding of how their locality and life-style differ from others in Britain and also on different continents. Map work is neat and pupils benefit from a variety of field trips to give them first-hand knowledge of physical geography. Teachers provide very good displays to generate an interest in the subject, and pupils use ICT well to illustrate different climatic conditions throughout the world. They learn about important moral issues such as pollution and social and cultural influences across the world. Work in all three humanities subjects makes a valuable contribution to the spiritual, moral, social and cultural development of the pupils.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well and have a good knowledge of a range of different faiths.
- The subject makes useful links with other curricular areas and reinforces pupils' skills in reading and writing.
- There is some good teaching but planning is inconsistent.

Commentary

62. Pupils achieve satisfactory standards in religious education by the time they reach Year 6. This shows good achievement from a fairly low level of understanding when they arrive in Year 3. Pupils show a growing interest in the ideas and religious beliefs of others. Teachers make good use of the expertise of visitors to introduce pupils to different faiths, and take pupils to different places of worship in the region, which helps to broaden their understanding of a range of religions. Pupils' thoughtful writing reveals an interest and understanding of some key principles of the Christian faith. Pupils of higher ability write fluently and well about the life and teaching of Jesus. The good continuous writing is based on careful research and listening to the teacher.
63. Pupils use skills learned in other subjects to complement their studies in religious education. For example, they use 'spider diagrams' to plan essays and respond to questionnaires to gain more insight into the life of Mother Teresa. Teachers encourage pupils to think of how others live and this promotes greater understanding of moral and cultural issues, leading to interesting discussions about racism and bullying. Pupils write from a personal perspective and try to imagine what feelings a disciple might have experienced. Topics in religious education relate closely to personal, social and health education and citizenship and build on the skills pupils learn in other subjects such as English, art, geography and history.
64. The quality of teaching is sound with some good features. Planning is variable because not all teachers respond to the advice given in the monitoring files. The best teaching is lively and briskly paced with pupils more involved in classroom discussions. Leadership and management of the subject are sound. Assessment is under-developed but monitoring, though unobtrusive, is regular and provides helpful guidelines to teachers. The school is quickly coming to terms with the new Agreed Syllabus.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and design and technology are reported in full; provision for music and physical education was sampled.

ART AND DESIGN

Provision in art and design is **good**.

Main strengths and weaknesses

- Pupils enjoy the subject and achieve very well.
- The curriculum is interesting and varied.
- Teaching is good.
- The subject is well led and managed.

Commentary

65. Provision in art and design is a key strength of the school. The subject is well emphasised in the curriculum and the standards of work by the end of Year 6 exceed those seen in many junior schools. Pupils achieve very well because of the good teaching and interesting range of opportunities to widen skills and knowledge in the subject. In particular, pupils who find difficulty with more academic subjects have good opportunities to shine in art because of the support they receive and the emphasis on practical skills. Pupils enjoy the subject and take pleasure in describing the techniques they have used and evaluating critically the quality of their work. A good example of this was seen in an effective lesson in Year 6 when pupils used clay to create plates and vases using slab clay techniques. They worked enthusiastically and carefully so that finished results were of a high standard and then stood back to consider how they could make their work better.
66. Throughout the school there are very good examples of work on display that illustrate the breadth of experiences the school offers. Pupils' work over time demonstrates good progress in the development of drawing, painting, collage, sculpture and the use of textiles. Photography adds a further interesting dimension to pupils' experiences. End products invariably have a high quality of finish and reflect the interesting curriculum. Much of the work in the school is based on multi-cultural themes, such as the vibrant and colourful work illustrating Indonesian batik techniques completed in Year 5. As part of a Japanese theme pupils in Year 5 accurately replicated the work of a Japanese artist and created beautifully embellished three-dimensional 'carp kites' and ceramic tiles in the form of fish.
67. The provision for art and design is good because the curriculum is broad and adventurous. Though based on national guidance it has been thoughtfully modified to better meet the needs of the school. Consequently the quality and range of learning opportunities are very good. One of the main contributory factors to the high quality of finish is the emphasis on the development of skills throughout the school, though the school recognises there is scope to develop this aspect further. Teaching is good overall because staff are committed to the subject and several have expertise and a real flair for the subject. There are effective links with other subjects of the curriculum that enhance and inspire pupils' work. Art is used well to illustrate topics in other subjects such as copies of Greek pottery.
68. Leadership and management of the subject are good. The co-ordinator has a clear action plan for the subject and is proactive in providing support and advice for colleagues. The pupils benefit from a very good range of resources and facilities for the subject, which are used well by staff. The subject makes an important contribution to the spiritual and cultural development of the pupils. The artwork on display considerably enhances the learning environment of the school and pupils' efforts are valued in the attractive and stimulating displays of work around the school.

DESIGN AND TECHNOLOGY

Provision in design and technology is **satisfactory**.

Main strengths and weaknesses

- All pupils receive a wide range of opportunities to plan, make and evaluate products.
- Some staff lack confidence in teaching the subject.

Commentary

69. Overall, standards by the end of Year 6 are typical for this age group and pupils achieve well over time. Pupils benefit from plenty of worthwhile opportunities to design and make articles

using a range of materials. They learn to evaluate their finished products and some are able to suggest possible modifications to improve them in the light of the 'making experience'.

70. The quality of teaching and learning is satisfactory. Samples of pupils' work and colourful displays indicate that the subject is well represented in the curriculum and all aspects of the National Curriculum programme of study are taught. Younger pupils have good opportunities to make models with moving parts, such as monsters, which they create from re-cycled materials. In a worthwhile project that extended over several weeks pupils designed and made sandwiches for their lunchbox, acquiring the skills of spreading, cutting, slicing and grating. Not only did this work help pupils to develop their skills in designing and making, it also gave them an insight into the world of work when they visited a local supermarket to explore how sandwiches are made for a huge customer base. Although teaching in lessons seen was satisfactory, staff confidence in the teaching of skills and using a range of materials needs further development.
71. The design aspect of the curriculum is emphasised well in lessons. For example, pupils in Year 5 were given a good opportunity to evaluate a collection of slippers, before designing their own. They made good use of their skills in information and communication technology to research musical instruments from around the world, prior to designing and making a variety of drums, stringed instruments and shakers. These pupils also researched how shelters are made and used by North American Indians, before constructing their own versions.
72. Through such activities, pupils learn how to design, make and evaluate products and acquire the necessary skills to choose appropriate materials and join them in a safe and durable way. Pupils make good use of literacy and numeracy skills in their making and recording work. Pupils enjoy the subject and get great satisfaction from the making process. The subject contributes well to their personal development when pupils are required to work collaboratively, pool their ideas and be self-critical. One boy remarked ruefully, "I don't think mine will last long as it was coming apart as I was making it."
73. **Music** is well represented in the curriculum and contributes well to pupils' spiritual and personal development. The subject has a high profile in school, in spite of the lack of confidence of some teachers in the subject. All classes benefit from weekly music lessons that cover the requirements of the National Curriculum and in addition all age groups enjoy weekly singing lessons provided by the co-ordinator. Correct breathing, phrasing and diction are all stressed during these sessions and this specialist teaching contributes well to the good standard of singing in the school. Pupils of all ages enjoy singing and pupils are given opportunity to extend their repertoire in singing and performance during school productions. The specialist co-ordinator supports colleagues with planning for all music lessons to ensure that all pupils receive their curriculum entitlement.
74. Physical education has a high profile in the school and pupils obviously enjoy sport. It is an inclusive subject. The participation rate on extra-curricular activities is good. The school ensures that many pupils have a chance to take part in inter-school events, not simply the best players. Pictorial evidence shows good coverage of the National Curriculum with a variety of sports on offer, such as hockey and basketball. Records reveal that most pupils can swim at least a length of the pool by the time they leave the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

75. The school makes good provision of the personal development of the pupils. Through regular 'SEBs' sessions, religious education lessons and well-planned assemblies, pupils are encouraged to think about their feelings and the impact of their actions on other people. The subject plays an increasingly important part in developing the social and moral skills of the pupils and it is positively influencing their behaviour and promoting their self-esteem. The newly-formed school council has the potential, when fully established, to introduce pupils to important aspects of citizenship and to enable pupils to have a say in how their school is run.

76. The interactive nature of many of the activities provides good opportunities for speaking and listening as was seen in a good lesson in Year 5 when pupils explored the theme of 'belonging'. They participated in a game that illustrated powerfully how it feels to be rejected and excluded. The pupils took the session seriously and responded maturely as they discussed feelings of isolation when left out of a group. Such activities do much to promote an ethos of caring in the school and the importance of good relationships.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	5
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	NA
Value for money provided by the school	5
Overall standards achieved	5
Pupils' achievement	5
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	5
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	2
Pupils' care, welfare, health and safety	3
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	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	5

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