

INSPECTION REPORT

ALLERTON BYWATER PRIMARY SCHOOL

Allerton Bywater, Castleford

LEA area: Leeds

Unique reference number: 107983

Headteacher: Mr M Dove

Lead inspector: Mr R Gill

Dates of inspection: 10th – 12th January 2005

Inspection number: 266301

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:	198
School address:	Leeds Road Allerton Bywater Castleford Leeds
Postcode:	WF10 2DR
Telephone number:	01977 554275
Fax number:	01977 554275
Appropriate authority:	The governing body
Name of chair of governors:	Mr Karl Curry
Date of previous inspection:	27 th January 2003

CHARACTERISTICS OF THE SCHOOL

Allerton Bywater Primary School is situated in a semi-rural setting near to Leeds. It was identified by Ofsted, in 2003, as a school in which pupils were underachieving by the end of Year 2. Most of the 198 pupils come from the immediate locality. The proportion of pupils with special educational needs, and those with statements of special educational needs, is similar to that found nationally. Virtually all the pupils are from families of white British heritage. There are no pupils who are learning English as an additional language. When they start school, children's attainment is generally below that of most children of their age. There has been a significant turnover in staff since 2003. The school is on the verge of a major programme of expansion and remodelling of its building to accommodate pupils from a Millennium Village housing project in the locality.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
4074	R Gill	Lead inspector	Mathematics Information and communication technology (ICT) Music Physical education Art and design Special educational needs
8922	B McIntosh	Lay inspector	
19041	R Linstead	Team inspector	English English as an additional language Design and technology History Geography
25352	G Taujanskas	Team inspector	Foundation Stage Science Religious education

The inspection contractor was:

Independent School Inspection Services (ISIS)

3 Harrowby Road

West Park

Leeds

LS16 5HN

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory school. Attainment is in line with the national expectation in English and science at the end of Year 6 and above it in mathematics. Pupils' achievement has improved well since 2003, particularly in Year 2, where it was unsatisfactory. Sound leadership and management have concentrated well on improving teaching to a satisfactory level. The recent high staff turnover is a barrier to pupils' learning, but this has been managed well. The school provides sound value for money.

The school's main strengths and weaknesses are:

- effective leadership and management have eliminated the underachievement that existed;
- provision for religious education is unsatisfactory;
- pupils' skills in English, mathematics and information and communication technology (ICT) are not used enough in other subjects;
- the nursery and reception classes (Foundation Stage) get children off to a good start;
- pupils play a strong role in running some aspects of the school;
- teaching does not involve pupils enough in ways to improve their work.

The school has improved well since its last inspection in January 2003 and is no longer underachieving. Standards, pupils' achievement and teaching have all improved in the core subjects of English, mathematics and science, but they have worsened in religious education. The curriculum for ICT is now in place.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	D	E	B
Mathematics	E	B	C	A
Science	E	D	E	B

*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.*

Pupils' achievement is satisfactory. The school's results in the National Curriculum tests at the end of Year 6 in 2004 demonstrated that pupils had made generally good progress compared to pupils in similar schools, but that standards had not improved greatly except in mathematics. In Year 2 pupils were well below expectations and very well below them in writing. The good comparison with similar schools, by the end of Year 6, was partly due to the pupils' very low standards when they were in Year 2 and the amount of catching up that they had done in their final year.

The judgements made during the inspection show that currently:

- children in the Foundation Stage make good progress and are on course to reach the nationally expected goals;
- standards in reading, mathematics and science are average in Year 2, but below average in writing. Nevertheless, achievement is satisfactory overall;
- standards in Year 6 reach the national average in English and science, but are above it in mathematics. Achievement is sound overall;
- achievement in religious education is unsatisfactory throughout the school;

- the limited use of key skills across the curriculum hampers achievement in subjects such as history and geography.

Pupils' personal qualities are good. Their spiritual, moral, social and cultural development is good. Attitudes and behaviour in lessons are good and pupils' behaviour around school is positive. Pupils contribute to the running of the school in many valuable ways. The learning mentor is very influential in pupils' personal development. Attendance is satisfactory and punctuality is good.

QUALITY OF EDUCATION

The quality of education provided by the school is sound. Teaching and learning are satisfactory overall. Teaching is good in the Foundation Stage. It is good in English and mathematics, but satisfactory in other subjects except in religious education where it is unsatisfactory. Pupils make sound advances in their learning, but the basic skills of literacy, numeracy and ICT are not always applied effectively enough in other subjects. The assessment of pupils' work is sound, but pupils are not yet involved enough in the targets for their learning. The school looks after pupils well. It works well with parents to enhance pupils' achievements. Links with other schools are very good and with the community are good. The curriculum is generally sound, but religious education is not planned effectively. The accommodation is satisfactory, but the thoroughfare nature of the ICT room and the cramped reception class limit learning on occasions.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher, assistant headteachers and governors have worked well to tackle underachievement. Subject co-ordinators know what needs to be done, but rapid staff turnover has interrupted the process of implementation. The governing body fulfils its statutory duties generally, but fails to make sure that religious education is taught satisfactorily. Governors ensure that the school includes successfully all pupils and promotes racial equality well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the school and the improvements it has made. Many appreciate the improvement in their children's progress. Pupils have a very good opinion of the school and talk with confidence about their work and personal development. They rightly feel that they are very well involved in the running of the school.

IMPROVEMENTS NEEDED

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

- make sure that religious education is taught well and consistently throughout the school;
- ensure that pupils practise and improve skills learnt in English, mathematics and ICT across the curriculum ;
- involve pupils in the assessment of their work and the targets set to improve their learning.

and to meet statutory requirements:

- make sure that religious education covers the locally agreed syllabus.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' attainment in Year 6 is currently average in English and science and above average in mathematics. By the end of Year 2 standards are average and achievement is satisfactory. Achievement, throughout the school, is satisfactory except in religious education where it is unsatisfactory. By the end of the reception class, children are on course to meet expected levels in all areas of learning, which represents good achievement.

Main strengths and weaknesses

- Standards have improved in English and mathematics, but pupils' use of writing is limited.
- Pupils are underachieving in religious education.
- Standards have been improved in science and ICT.
- Attainment is above the national expectation in art and design in Year 6.

Commentary

1. In 2003, pupils' attainment as indicated by national test results at the end of Year 6 was below average in English and mathematics and well below it at the end of Year 2. This represented underachievement in Year 2 and pupils could have done even better in Year 6. There has been a good improvement since then, which has only shown itself properly since September 2004. The National Curriculum test results, from May 2004, do not, in most cases, show the benefit of the good work that has gone into raising standards. More consistently good teaching, from last September, has ensured that pupils in Year 2 and Year 6 are reaching at least acceptable standards in English and mathematics. They are now often making good progress in lessons and achieving appropriately.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	14.1 (14.6)	15.8 (15.7)
Writing	11.3 (12.9)	14.6 (14.6)
Mathematics	14.7 (16.1)	16.2 (16.3)

There were 42 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	25.6 (26.3)	26.9 (26.8)
Mathematics	26.8 (28.0)	27.0 (26.8)
Science	27.5 (27.5)	28.6 (28.6)

There were 27 pupils in the year group. Figures in brackets are for the previous year

2. Attainment in English in Year 2 is still below the expected levels despite the improvements in pupils' achievement. Reading has improved the most, but pupils' ability to talk about their learning and their writing remains below the nationally expected level. They are making progress in writing, but slower than in reading. Pupils in Year 6 have made good progress in their reading and speaking and listening. The pupils' writing is at a satisfactory level, but they

do not extend their skills well enough because they do not have sufficient opportunities to write at length in other subjects. Pupils in Year 6 are currently reaching standards that are above expectations in mathematics. This is because teachers have raised their expectations and now insist that as many pupils as possible reach the higher levels. Teaching groups are organised well so that pupils of similar attainment can work together and the use of ICT in the form of the electronic whiteboard and regular use of machines in the computer room have made a positive difference to the development of pupils' skills in ICT. Furthermore, pupils' attainment has improved in science since 2003. It was below average throughout the school and is now average.

3. The previous inspection reported that, in 2003, children in the Foundation Stage did not reach the nationally expected learning goals despite experiencing generally good teaching. Underlying difficulties, such as a lack of detailed assessment information on each child, have been resolved and now children are now on course to achieve the goals set for them. The good achievement for children within the nursery and reception classes has been achieved, partly, through a close analysis of their learning and detailed records that are used by teachers and their assistants to ensure continual progress.
4. Pupils with special educational needs are now achieving satisfactorily in a similar way to most other pupils. At the time of the last inspection they were often taught outside the classroom by assistants who were not always directly supervised by the teachers. The goals for their learning were not very precise causing these pupils' academic achievement to be part of the unsatisfactory picture that existed. They are now fully included in lessons and assistants are, for the most part, partners in teaching.
5. Attainment is below expected levels in religious education in Year 2 and Year 6 and this represents unsatisfactory achievement. The curriculum is not organised to meet statutory requirements and this and a general lack of organisation in pupils' learning cause pupils to be unsure of the basic facts and central features of the religions that they have studied. They have gaps in their knowledge and understanding; they cannot recall what has been taught and have not practised applying the knowledge they have acquired to their own lives.
6. Attainment meets expected standards in other subjects, but in art and design in Year 6 it is above that normally expected nationally. This is because teaching is so knowledgeable that pupils learn to evaluate the work of known artists very well, and apply the insights gained in their own learning. Talented pupils are well provided for in this subject; they thrive on the visits to galleries and sculpture parks. Elsewhere, gifted and talented pupils succeed satisfactorily. In physical education, pupils enjoy the contact with professional coaches and talented pupils achieve well.

Pupils' attitudes, values and other personal qualities (ethos)

Pupils' behaviour and their attitudes to school are good. Pupils' personal development is very good; their spiritual, moral, social and cultural development is good overall. Attendance is satisfactory and punctuality is good.

Main strengths and weaknesses

- Pupils enjoy coming to school and their good attitudes help them to learn effectively.
- High expectations of behaviour are set and achieved; the school deals very effectively with all forms of harassment.
- The staff develop successfully the pupils' personal development and as a result pupils become responsible, caring and mature individuals.
- Pupils' spiritual and cultural development is satisfactory, but pupils' development is hindered by a lack of first-hand experiences and awareness of the cultural diversity of modern British society.

Commentary

7. Pupils like coming to school and are very keen to learn and try hard in all that they do. They are inspired to do well and enjoy learning because the teachers make it fun and interesting. In lessons they listen very well to their teachers and concentrate well on their tasks. Where teaching is animated this rubs off onto the pupils and they become lively in their discussion and eager to contribute orally. Pupils take part very enthusiastically in all aspects of school life, including extra-curricular activities. A positive attitude to work is encouraged from the moment the children start school. In the nursery and reception classes, children make good progress towards the goals set for them in personal, social and emotional development and reach the expected levels by the time they move into Year 1. Pupils with special educational needs have equally positive attitudes to learning and take a full and active part in lessons and experiences that the school offers.

8. The school gives a very high profile to pupils' personal development. The provision for pupils' moral and social development is very good. Relationships between staff and pupils are good, with much emphasis on the praising and rewarding of good behaviour. Throughout the school, teachers and other members of staff insist on high standards of conduct and successfully promote confidence and good standards of behaviour through praise and encouragement. Pupils have a high regard for their teachers and each other. The reward system is well understood and appreciated by pupils who work hard to gain the certificates presented in assemblies. Pupils making the right choices are acknowledged and rewarded and this sets a good example to others. Bullying is not perceived to be a problem by pupils but they feel that if any form of harassment does occur, it is taken most seriously and dealt with very effectively by staff. The Playground Buddies are well trained through links with 'Childline', to sort out minor issues that sometimes arise during playtimes. There have been five fixed-period exclusions during the last school year involving one pupil as a result of serious inappropriate behaviour.

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	195	5	0
Mixed-White and Black Caribbean	2	0	0
Asian or Asian British-Indian	1	0	0

9. Pupils get on very well together and collaborate very well in play and work. They are pleasant, well mannered and polite to adults and to each other. As pupils move through the school, they are given increasing opportunities to take more responsibility for the running of the school and contributing to its development. They understand and fulfil their responsibilities of living in a community very well. They take on a wide range of roles and tasks such as becoming Playground Buddies, checking the school funds and shopping for the breakfast club. From the reception class upwards pupils are able to participate actively in the school council.

10. Spiritual and cultural development is an integral part of the curriculum and assemblies are planned around themes that are relevant to pupils. The ethos of the school clearly gives pupils a sense of purpose and pride in their achievements and this boosts their self-esteem well. Class discussions give good opportunities for pupils to listen to varied opinions that may not match their own and they show respect for the differing views and feelings of others. Pupils have a satisfactory understanding of their own cultural traditions and the diversity and richness of other cultures. They learn about other cultures and traditions through art, history and geography but pupils' understanding of different faiths and religions is limited. There are too

few planned opportunities to give pupils first-hand experiences to raise their awareness of the richness of cultures that make up British society.

Attendance

Attendance in the latest complete reporting year 2003/04 (%)

Authorised absence		Unauthorised absence	
School data	5.8	School data	0.1
National data	5.1	National data	0.4

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

11. Attendance is satisfactory because the school and parents work very well together in this respect. Most parents are quick to inform the school when their child is absent and any unexplained absences are followed up rigorously. The school makes first day absence calls where no explanation of absence is received and this has helped reduce the number of unauthorised absences. This very prompt action also ensures the safety of the pupils. The vast majority of pupils arrive punctually and this helps to assure satisfactory achievement. The breakfast club has helped to improve the attendance and punctuality of a number of pupils.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a sound quality of education that includes satisfactory teaching and learning. The assessment of pupils' work is adequate and this has helped to raise standards and improve teaching. There is a sound curriculum which is enhanced satisfactorily by activities beyond the classroom. Pupils receive good care, support and guidance and the school has a good partnership with parents and the community. The school's partnership with other schools is very good. The school acts very well in seeking pupils' views and acting on them to improve the school.

Teaching and learning

Teaching and learning are sound overall. The assessment of pupils' work is satisfactory.

Main strengths and weaknesses

- Good teaching ensures that pupils are no longer underachieving in English and mathematics.
- Teaching in religious education is unsatisfactory in its overall effect on pupils' learning.
- Good teaching in the Foundation Stage enables children to reach goals for their learning.
- The assessment of pupils' work has improved, but pupils are not yet involved enough in the process.
- Teaching does not make sure that pupils make sufficient use of their skills in English, mathematics and ICT across the curriculum.

Commentary

12. The quality of teaching has improved well since the last inspection. There is now very little unsatisfactory teaching and the proportion of good and better teaching has increased. Teaching was unsatisfactory overall in Years 1 and 2. Now it is satisfactory overall; it is good in English and mathematics because previous underachievement has been tackled well. There have been many changes in staff since the last inspection and new staff have been inducted well in methods designed to raise standards. Parents and pupils are very positive about the way in teaching has improved since 2003.

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	4	13	8	1	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. The improved teaching has several common themes running through it, but the central feature is the way in which lessons have a clear purpose that is communicated well to pupils. Low expectations are no longer tolerated. Furthermore, learning is managed well: classrooms are properly equipped and displayed with visual prompts designed to stimulate thought and action. Pupils are now taught for English and mathematics in groups according to their previous attainment. This innovation is working well, not least for higher attaining, gifted and talented pupils, who are now achieving satisfactorily from a weak position in 2003. Good aspects of leadership and management have ensured that all classrooms and lessons have this atmosphere of purposeful teaching and learning. This rubs off on pupils and their attitudes and dedication to learning have improved very well. Any remaining incidences of unsatisfactory teaching are due to the inexperience of staff, very new to the school, in gauging the correct level of challenge for pupils.
14. Learning is good and pupils are achieving well, partly as a result of the helpful assessment methods that have been introduced in English and mathematics. Teachers know exactly where pupils are up to in their learning and what they need to do next. This was unsatisfactory in 2003, but good progress in this aspect has helped to raise standards. The involvement of pupils in talking about their learning – how good it is or how it needs to be improved – is, by comparison, the weakest aspect of the school’s methods of assessment. Work is reasonably well marked. Teachers provide useful comments and some ideas about what needs to be improved. However, these isolated comments are not yet part of a consistent strategy, across the school, to inform pupils of their next steps.
15. Teaching in the Foundation Stage is good, as it was in 2003, but now children are on course to reach the required levels. Lessons are now taught by a completely new team and transitional difficulties in the period since the last inspection have been resolved. In fact, some recent developments have been of great benefit to children’s learning. Lessons in both classes are carefully planned and organised, and ensure that teaching assistants are clear about what they should do. Useful systems of recording and checking children’s progress are now in place, a significant improvement on previous findings. Cramped accommodation in the reception class limits the way in which children can play and this is sometimes compounded by the teachers’ dependence on whole-class teaching methods, in literacy for example.
16. Pupils are right to be pleased with their achievements in ICT. The improvement in their learning has been good since the last inspection. The curriculum is taught soundly, with some minor exceptions, and the computer room, with all its drawbacks, is used effectively. Better teaching has now raised standards to a satisfactory level. Religious education was taught satisfactorily in 2003, but now it is unsatisfactory. The locally agreed syllabus is not being used properly and therefore the school fails to meet its statutory obligations. Moreover, the scheme of work in place is not being taught with any consistency and rigour.
17. Pupils with special educational needs are taught satisfactorily. This is because the teaching, including that provided by support assistants, is now knowledgeable about how to advance pupils’ learning. There are occasions when teaching assistants do too much for their pupils, but generally pupils are included well into lessons and challenged to develop the skills that will help them meet their targets.

18. The rapid improvements in pupils' learning in English and mathematics have absorbed a great deal of the school's energy. Much has been achieved in a short time. The school, rightly, acknowledges that some aspects of teaching remain undeveloped. The use of pupils' skills in English, mathematics and ICT was judged to be unsatisfactory in 2003 and it still is. The deficit is due partly to hardware issues in ICT, but also missed opportunities in teaching to think imaginatively how to plan lessons in history and geography, for example in which pupils can develop and use their skills and knowledge from English and mathematics to the best advantage.

The curriculum

The curriculum is satisfactory except for religious education. Learning activities for children in the Foundation Stage prepare them well for the National Curriculum. There are satisfactory opportunities for enrichment within the curriculum. The school is well staffed and has satisfactory resources and accommodation overall.

Main strengths and weaknesses

- Good use of National Curriculum planning and guidance has raised standards.
- The religious education curriculum does not meet statutory requirements.
- The good match of teaching staff to the curriculum has improved achievement.
- Shortcomings in accommodation create some barriers to learning.

Commentary

19. Good use of the National Numeracy and Literacy Strategies has helped to end underachievement in English and mathematics, but basic skills are not yet practised well enough in other subjects. Good arrangements to teach pupils in groups matched to their capabilities further improve learning opportunities. Nearly all pupils now achieve the standards expected for their ages in these subjects. Well-planned learning activities for children in the nursery and reception classes follow national guidance to good effect, so that the children are well prepared to start the National Curriculum at the beginning of Year 1. Learning is particularly strong for nursery children when they use the well-resourced outside area. The curriculum is well developed in the reception class, but the cramped classroom and the occasional overuse of whole-class methods for teaching literacy, too early in the year, restrict the learning for the oldest children in the Foundation Stage.
20. Satisfactory leadership and management have remedied key issues from the last inspection. Curriculum planning for pupils in Years 1 and 2 is now satisfactory, enabling them to make steady progress. Pupils in Years 3 to 6 now cover the full ICT curriculum, and science resources are now satisfactory. Teachers now give pupils sufficient practical and investigative work in mathematics and science. However, planning for religious education is not based on the locally agreed syllabus and pupils are not therefore able to reach the levels of attainment expected for their ages. The good quality of the art and design curriculum underpins pupils' above average achievement and standards.
21. Provision for pupils with special educational needs is satisfactory. Individual plans ensure that their work is relevant and interesting. The school identifies gifted and talented pupils and celebrates their achievements, but provision is inadequate for them in many lessons in subjects such as history and geography. Nevertheless, the good match of work to capability in English and mathematics meets the needs of both slower and faster learners effectively and they learn well as a result. The number of pupils achieving levels above those expected for their ages has increased a lot this year as a result.

22. Extra-curricular provision is satisfactory overall with good arrangements for breakfast and after-school clubs, sports and ICT. Most activities continue to be mainly for pupils in Years 5 and 6, though the school does well to provide residential trips for both Year 4 and Year 6.
23. Big staffing changes have produced a strong teaching team well matched to the needs of pupils and subjects. As many teachers are new to curriculum responsibilities, developments in most subjects have slowed down. For example, cross-curricular use of English, mathematics and ICT is not good enough. However, teachers are making increasingly effective use of ICT in improving curriculum planning.
24. Resources are satisfactory. A major upgrade in ICT hardware has improved achievement, though the school is at an early stage of resourcing classrooms with electronic whiteboards. Drawbacks in accommodation continue to present barriers to learning. As the ICT area is also a corridor, movement around the school disrupts learning at times. The curriculum in the Foundation Stage is well organised to ensure that children experience a broad range of activities during the sessions, but the physical separation between nursery and reception areas impedes the free flow of learning activities and limits access to resources. There is no longer a library and dispersed reading resources limit the development of independent learning and book-based research.

Care, guidance and support

The school makes good provision for ensuring pupils' care, welfare, health and safety which is an improvement since the last inspection. It provides pupils with satisfactory academic help and guidance and a high level of personal support. There are very good arrangements in place to involve pupils in the school's work and development.

Main strengths and weaknesses

- There is a strong emphasis on the welfare and care of pupils and the school has a number of very successful initiatives to support pupils' personal development very well.
- Since the last inspection the information on pupils' academic achievements has been used more effectively to help eliminate underachievement but pupils are not yet involved sufficiently in assessing their own learning.
- Pupils show high levels of responsibility because there are very good opportunities for them to have a say in how it should be run and how things can be improved.

Commentary

25. Pupils quickly develop very good and trusting relationships with staff and are confident to ask for help if they need it. Teachers and other members of staff know pupils very well and are aware of their personal circumstances. Pupils are safe and secure at school and the good attention paid to their care, welfare and safety helps them to concentrate on learning. Arrangements for health and safety are good. Regular inspections of the building and premises are undertaken and the findings are recorded. Any hazards found are quickly acted upon and remedied. Child protection procedures are good and well established.
26. Daily routines are well planned and pupils are very carefully supervised when at work or at play. At lunchtimes clear systems are very well established and this ensures a continuity of pupils' welfare and safety. The Playground Buddies have a key role in helping and looking after other pupils. Pupils find their teachers kind and helpful and feel they are looked after very well. As a result they are happy in their learning. The school acknowledges pupils' successes well by celebrating and rewarding those who have made good gains in their academic and personal progress. Pupils who may require additional support are quickly identified and some very good procedures and innovative practice have been introduced to address the needs of these pupils. The learning mentor works in close partnership with other support agencies and

very effectively co-ordinates the wide range of initiatives which is available to help specific children with personal, social, behavioural or emotional concerns that may be hindering their education. As a result the children are helped to overcome their problems and to concentrate on their learning. The school is very successful in helping those pupils who have severe behavioural difficulties and under threat of exclusion. Good arrangements are made to help children settle quickly and smoothly in to the nursery.

27. Information about pupils' academic achievements is used satisfactorily to monitor their progress and to guide their future learning. Staff collect a lot of information about pupils' academic performance but they do not use it as well as they might to involve pupils in assessing their own learning and seeking ways to improve their work.
28. Pupils are actively encouraged to contribute towards improving the school. Their views are canvassed and the school takes these views seriously. School councillors and Playground Buddies organise and run fund-raising and social events and help in the day-to-day running of the school. Pupils' views influence school policies and improvements to the quality of the environment both indoors and outdoors. This has a positive effect on their personal development. Pupils are proud to be a part of the school's development.

Partnership with parents, other schools and the community

The partnership with parents and the community is good. Links with other schools are very good and contribute very well to pupils' learning and their personal development. Educational and support programmes for parents, families and members of the community are very good.

Main strengths and weaknesses

- The school has established good relationships with parents which contribute well to pupils' good attitudes to learning.
- Very good communication keeps parents well informed about the school and their children's progress.
- Family learning courses help parents' develop their own skills and gain a very good understanding of how to help their children learn at home.
- The school uses the community well to enliven pupils' learning experiences but could make more use of visitors and visits to support pupils' multi-cultural development.
- Links with other schools are very good and assist pupils' transition to secondary school and enable staff to share their expertise.

Commentary

29. Since the last inspection the school has worked hard to develop the partnership with parents and it is now more effective. The learning mentor provides a very useful link between home and school and this is helping successfully to establish trusting relationships with parents. Before the start of the school day the Foundation Stage classrooms are alive and busy with parents and carers helping to settle their children and working alongside each other on a planned activity. Teachers and support staff are on hand for parents to discuss any concerns they may have about their children. This creates a firm foundation on which to build a good working partnership from an early stage.
30. Parents make a good contribution to pupils' learning and to the life of the school. They accompany school visits, make resources, support concerts and are very supportive of fund-raising activities. A number of parents and volunteers make a regular commitment to help run specific initiatives, such as the 'walking buses' and the breakfast club.
31. The school communicates very well with parents through a very good range of information about the school, the curriculum and their children's progress. The newsletters are particularly

good and provide useful information on how parents can support their children's learning at home. There is a regular sharing of information about the pupils' progress through parents' meetings, written reports and reviews of progress for pupils with special educational needs. The annual reports are of good quality and give a clear picture of how well the pupils are doing and include targets for future learning. Parents find that the school and staff are approachable and accessible at any time for formal or informal discussions.

32. The school provides a base for adult learning courses which give parents and members of the community opportunity to improve their own skills and this boosts their confidence. The family learning courses are very successful in giving parents the opportunity to gain a better understanding of what their children are learning and as a result they are able to help them at home. During the inspection, parents and children worked together on a mathematics activity. This portrayed a very positive picture of the pride and enjoyment parents and their children gain from learning together. The courses are popular, very well attended and encourage positive attitudes towards school and learning.
33. The good links with the community strengthen and enliven pupils' learning. Visits to local places of interest bring a sense of relevance to work in subjects, such as history and geography when pupils learn about their local heritage. However, there are too few opportunities through visits or use of visitors to give pupils first-hand experiences of different ethnic backgrounds. Links with other schools are very good and provide interesting opportunities for pupils to participate in a range of events and activities and mix with pupils from other schools. There are very good opportunities for staff to share their expertise and curricular issues which help to improve the quality of teaching and learning. The transition arrangements to the secondary school are very good and help provide continuity in pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. Good leadership and management by the headteacher, assistant headteachers and the governing body have eliminated the underachievement that existed in 2003, but other, subsequent, areas for development have been slow to improve. Management is sound overall.

Main strengths and weaknesses

- Underachievement in Years 1 and 2 has been tackled well.
- The school has established a positive context in which achievement can flourish.
- Unsatisfactory leadership in religious education has resulted in low standards.
- Subject co-ordination lacks consistency across the curriculum.

Commentary

34. The school has put in place a number of successful measures in Years 1 and 2 that have resulted in rising standards and satisfactory achievement by the time pupils are in Year 2. This well-orchestrated work has also encompassed improvements in the provision for children in the Foundation Stage, which was not fully geared to give them the necessary skills to make good progress once they entered Year 1. The governors' management of the budget has been good. They have eliminated a budget deficit and they are now on course to ensure best value from their spending. This good management has had a positive effect in improving pupils' achievements. The remodelling of the staffing structure, arising from the successful attempts to balance the budget, has resulted in several new appointments crucial to the school's progress. The rapid turnover in staffing was an initial barrier to progress, but deployment in key areas has been managed well and standards have risen, particularly in Year 2. The

school has worked very closely with the local education authority to improve the quality of teaching, particularly for younger pupils. Teachers have benefited from being observed regularly and supported in tackling areas for development. Moreover, the detailed analysis of pupils' work, test results and teachers' planning has paid dividends in the satisfactory progress that pupils are making. Well-directed leadership and management have transformed a coasting school, that had not dealt successfully with issues from a previous inspection, into a satisfactory school that is well placed to significantly increase the school roll in the near future.

35. The school has concentrated well on providing good care for pupils. This has had the effect of creating a positive backdrop against which academic achievement can take place. The good attitudes and behaviour shown by pupils are due to the intricately woven blanket of care provided for them. The arrangements for walking the pupils to school coupled with the popular breakfast club ensure that they are ready and settled when lessons begin. The provision for pupils with special educational needs has been improved well to a satisfactory level. These pupils are properly identified and taught, with the help of well-trained teaching assistants, in a way that makes them feel part of the class. Moreover, the significant minority in need of speech therapy receive individually planned tutoring from a well-qualified assistant who works under the close supervision of a speech therapist. The very beneficial way in which pupils are invited to join in the running of the school, by being Playground Buddies, for example, sets a tone of collaboration, which also oils the wheels of academic achievement. Parents are involved well in their children's education and this co-operation between home and school has an influence on progress made, particularly by those pupils whose parents take advantage of the many opportunities for them to learn about the way learning takes place in school.
36. The sheer pace of change that the school has experienced in the last few terms has resulted in improved achievement in some areas, but some aspects have either remained undeveloped or initiatives are too loosely embedded. Subject co-ordination is satisfactory overall because the headteacher and assistant headteachers step in when vacancies occur. However, the level of expertise among the staff has fluctuated recently and this has had a negative effect in some areas. The effectiveness of provision for ICT has improved but for religious education it has declined. While the headteacher and governors have been busy attending to underachievement in the core subjects, religious education has become unsatisfactory.
37. Co-ordinators, and teams of staff who work with them, have a good grasp of what needs to be done to improve their subjects. The school has sought the advice of consultants and advanced skills teachers to help it establish its direction. This has been successful and leadership and management are now satisfactory. A new member of the senior management team, with little experience of the Foundation Stage, leads the work in this area of the school. However, the school has wisely commissioned some regular consultancy support to augment its own guidance. Day-to-day management, in the nursery and reception classrooms, is good with clear planning translated into interesting activities. The school acknowledges that in Years 1 to 6, subjects need a system of assessment that would help pupils make consistently good progress. This has almost been achieved in English, mathematics and science, but has not yet advanced far in the other subjects. It is too early to see the benefit of any initiative that has been implemented, particularly since pupils are not involved in discussing their own success and areas for development in lessons.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	699,710
Total expenditure	682,380
Expenditure per pupil	3006

Balances (£)	
Balance from previous year	25,256
Balance carried forward to the next	42,586

PART C: THE QUALITY OF EDUCATION IN SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good. The school identified that, in the past, some aspects of the provision contributed to the underachievement by the end of Year 2. Consequently, a substantial amount of re-organisation has taken place recently in an attempt to update facilities and resources. Children are admitted into the nursery class when they are three and transfer to the reception class when they are four. Teaching is good and children achieve well because well-planned activities and the way that the new team works promote good learning. The nursery is bright, airy and welcoming, but the reception classroom is cramped and under-resourced; for example, small water and sand trays along with a role-play area are sandwiched at the back of the room, with tables for more formal work in front. There is a large outdoor area, adjacent to the nursery classroom, with varied, stimulating and inviting equipment and facilities. Children in the reception class do not have easy access to the outside play area, but they use it regularly. An effective partnership with parents has been created and parents speak well of the provision. Children are becoming confident and independent learners.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Good teaching helps children to develop personal and social skills well.
- Children are encouraged to work together at well-planned activities.
- High expectations from staff encourage children to develop well.
- Staff provide good role models for children who achieve a good degree of independence.

Commentary

38. As a result of the good teaching in this area, children achieve well and most are on course to reach the expected goals by the time they leave reception. Children are encouraged to be independent through the choices they make in activities. In both classes children get their own milk and fruit in the snack area when they are ready. Such is their enthusiasm that children can be observed in their nurses' uniforms, playing the keyboard and simultaneously munching snack time carrots. Staff also encourage co-operative play successfully, particularly in the well-planned outdoor area, where nursery children can be seen organising games with each other, such as delivering materials to the 'road works'. Children in the reception class are making good progress in developing their skills.
39. Teaching provides a calm and welcoming environment in which children clearly feel secure and valued. Staff work well together, providing good role models of courtesy and respect for the children to follow. They speak to each other and children in a calm, friendly and respectful manner. Staff have high expectations of children, who respond positively. Staff manage children's behaviour well and relationships are good. Minor squabbles are quickly sorted out.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Speaking and listening skills are given high priority in all activities.

- The bright and cheerful environment has lots of print and labels for children to recognise, reinforcing their learning.
- Good opportunities to practise early writing skills are provided and staff promote this well.
- Formal teaching of literacy to the reception class is not always clearly matched to children's needs.

Commentary

40. Teaching is good and, as a result, most children achieve well and will reach the nationally expected level by the end of reception. Staff are thoughtful in their planning to ensure that sessions have interesting introductions, to capture children's interest and focus them on learning. Staff ensure that all children have the chance to participate, through questions and role-play.
41. Teaching provides good models of spoken language. Plans prioritise speaking and listening skills in all activities. For example, in the 'Post Office' staff acted as the customer and bought things asking, "How much?" and "Is that my change?" Staff plan carefully to interest the children and motivate them to learn well. Topics on traditional stories help children to learn about how stories are structured and to know some important stories from the past. Children use books regularly, but book corners, particularly in the reception class, add little value to reading and looking at books. Staff recognise the importance of books and access to books and new resources have already been ordered to improve this situation.
42. The classes provide a very good environment for children with lots of information helpfully displayed and labels in different sized print around the room. This encourages children to identify words and to reinforce their learning during activities. Children make good progress by beginning to make marks and older children begin to write their names with some beginning to think about sounds in words and write recognisable letters for themselves. For example, one child enjoyed 'being an inspector' and writing on her clipboard, clearly making the letters of her name. Regular sessions in reception usefully introduce the sounds of letters using a colourful scheme which helps the children to read words more easily. However, there is a tendency to teach literacy in the reception class as if they were in Year 1. This is a little early for the children who, less than halfway through the year, still need to develop their understanding through short sessions of whole-class work followed by play.

MATHEMATICAL DEVELOPMENT

Provision in mathematics is **good**.

Main strengths and weaknesses

- Children learn to use counting in many everyday activities.
- Planned activities provide many interesting opportunities to practise mathematical skills.

Commentary

43. Children achieve well in response to the good quality of teaching they receive; most are on course to reach the expected goals by the end of the reception year. Teaching provides a stimulating environment in which children enjoy learning. Numbers feature prominently in colourful displays and in lots of activities during the week. Children begin to understand that numbers are used in everyday activities. They are encouraged to count the numbers of children present each day in the nursery. This helps children to become familiar with the look and sound of numbers. Number songs and rhymes are used extensively to help children learn and as a result the children come to a better understanding of counting and numbers.

44. Good teaching provides a range of well-planned activities that develops children's mathematical ideas. As a result children achieve well. For example, children in the nursery learn about counting and basic shapes through a game, supported by a member of staff. Exploratory play with sand and water helps children to learn about capacity in a practical and enjoyable way as they fill and empty containers, older children in reception talking about 'nearly full'. In the role-play area, set out as a post office, children begin to understand that they must have money to 'buy' stamps, and carefully give change out to staff.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children learn through using ICT, because the work is well planned and managed.
- Well-planned topics help children to learn about things in the past.
- Good use is made of role-play to help children understand the real world around them, but there are restrictions for reception children.
- Too few resources and planned activities mean children have too few chances to learn about other cultures.

Commentary

45. An interesting and wide-ranging curriculum, which is taught well, ensures that children's achievement is good. Most children will reach the nationally expected levels by the end of their reception year. Children are confident in their computer skills. They readily use the computers, which gives them valuable experience in various skills, such as matching and sorting activities.
46. Children learn about the past through well-thought out topics, such as 'Ourselves', which help them to learn more about how they have changed from babies to young people. They learn about familiar things long ago, in a topic about toys. Children in the nursery and reception are introduced to the world around them through topics about the seasons, and stories.
47. Well-planned activities throughout the year in the nursery and reception classes help children to learn more about the area in which they live. A range of role-play activities enables children to think about the shops and facilities nearby and act out how they use them. For example, an estate agent, along with a garden centre and travel agents enable children to broaden their experiences and vocabulary well. The small space in the reception classroom means children have little chance to play in larger groups and to expand their activities outdoors or with large equipment until the afternoons.
48. Staff recognise, correctly, that resources for cultural development, including dolls, books and role-play equipment, are limited and plan to improve these immediately. Currently children have too few chances to explore, through planned activities, other cultures in the wider world around them.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children have daily opportunities to engage in physical play, particularly in the nursery.
- The outdoor area provides a good stimulus for children to use their imaginations.

- Good opportunities are provided for children to use small and large toys and equipment.

Commentary

49. Most children are on course to meet the expected goals by the end of the year. They achieve well as a result of the good teaching they receive. Children have good opportunities to engage in physical activity both in classrooms and outdoors. This is particularly good in nursery where children have continuous access throughout the session to the outdoor environment.
50. The outdoor play area is very inviting. There is a hard play area on which children can ride large toys and develop their sense of balance and control. Most equipment is made for two children to share, encouraging social behaviour effectively. Children enjoy the stimulating range of equipment which engages them in very imaginative play. For example, the road maintenance role-play constantly attracts children who hammer, drill and move equipment around the imaginary site. Their achievement in this respect is very good.
51. Every day, there are plenty of opportunities for children to practise using tools and equipment which help to improve hand-eye co-ordination. The water tray provides lots of chances for children to fill and empty containers, which give children in the reception class a mathematical knowledge of capacity as well as skills of physical co-ordination. Similarly, younger children in the nursery thoroughly enjoy using hands and fingers to explore the sand, shovelling into buckets and building.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children have good access to a broad range of materials and resources.
- Stimulating role-play activities help children develop their imaginative play.
- Children learn well using all their senses.

Commentary

52. Most children are on course to reach the expected goals for their age by the end of the year. This represents good achievement as a result of good teaching. Staff plan exciting and stimulating role-play activities which involve and absorb children for long periods of time. They support children effectively in using their imaginations, while also extending their language skills through well-targeted questioning which helps children to learn well.
53. A well-organised creative area with paints and different papers encourages children to experiment independently. Children become absorbed in their work, using green paint on green paper with confident brush strokes, testing out the effects with white and other colours as well. Other children enjoy rolling and squeezing the balls of pink soft dough, pulling and shaping it into sausages for teas and snakes. These activities and others engage children, owing to the good teaching that exists, in using their senses effectively to learn, for example handling dough and hand printing. They respond confidently to song and rhymes, singing well-known nursery rhymes and counting songs enthusiastically.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision is **satisfactory**.

Main strengths and weaknesses

- Good quality teaching meets the needs of pupils of different capabilities well.
- English lessons successfully develop speech and reading skills.
- Writing standards, including those of handwriting, are not high enough.
- Pupils are not involved enough in the assessment of their work and how to improve it.
- Teachers do not develop English enough in other lessons.

Commentary

54. Standards are now average in Year 6, but below in Year 2. Pupils are achieving satisfactorily now throughout the school, which represents a good improvement since 2003. Year 6 pupils have made very good progress since Year 2, when their results in national tests were well below average. Improved teaching has ended the story of underachievement evident in poor performance in the 2004 national tests. However, writing standards are still below average throughout the school and pupils in Year 2 do not yet talk well enough in lessons.
55. Placing faster learners in older groups and slower learners in younger ones works well. Pupils feel it improves their progress, and parents approve. Teachers also match work nicely to most individual needs, so that pupils of different capabilities make steady progress. Lessons have clear aims, start strongly and are well planned and resourced. Pupils therefore are interested and enjoy learning. However, in a significant number of lessons, too much teacher input limits pupils' involvement and does not give them enough time to practise new skills.
56. English lessons develop speaking and listening skills well, because pupils are encouraged to talk with partners. Good command of the subject enables teachers to match questions to pupils' understanding and personalities. Clear plans map out the steps in speech development each year, but are not fully embedded yet. Year 1 pupils are making rapid progress in speech because of their teacher's enthusiasm to improve it. Listening skills develop well because teachers fire pupils' interest and demand full concentration.
57. Thorough learning of letter sounds, shapes and patterns in Years 1 and 2 builds on a good foundation for early reading laid down in the nursery and reception classes. Teachers read interesting books excitingly, and pupils pick up their enthusiasm and expression. However, there are not usually enough opportunities for them to consolidate this in reading aloud. A good quality reading scheme sustains interest and matches challenge to pupils' attainment. However, conversation with pupils reveals a fall in private reading as pupils grow older.
58. Writing in Years 3 to 6 also reflects these gaps. Ranges of words and sentences used are below expectation for age and most pieces are under-punctuated. Stories commonly lack descriptive power and characterisation. Presentation is satisfactory but the majority of pupils print rather than joining letters together. This is because the school did not move them into cursive handwriting when they were ready. Teachers ensure that pupils work in a wide range of genres, but pupils commonly lose steam in extended writing. The current focus on story and information writing limits pupils' opportunities to write about their experiences and experiment with imaginative work in drama and poetry.
59. Marking does not raise standards because it is not rigorous and does not challenge pupils to improve. They do not know the standard they have reached or how to improve. Teachers have

plenty of data on pupils' performance but do not involve them in assessment so as to give them much fuller responsibility for their progress.

60. Improved achievement reflects sound leadership management. The co-ordinator has identified most of the key areas for development and has begun to address them. The school is now well placed to meet the considerable agenda for improvement in English.

Language and literacy across a curriculum

61. Pupils are competent enough at the basic skills of reading and writing, but there are not enough opportunities for them to be used across the curriculum, which is unsatisfactory. Pupils do not get enough guidance on improving reading and research skills. The school has sufficient non-fiction books but they are dispersed and there is no reference library or programme to develop information retrieval skills. Although pupils practise their writing skills in a variety of other subjects, opportunities for imaginative work, particularly in history, geography and religious education, are too limited. ICT is not used well enough for research purposes.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Thorough leadership and management have engineered improvements to good effect in pupils' learning and achievements.
- The assessment of pupils' work is sound, but pupils often do not discuss their own progress well enough during and at the end of lessons.
- The use of mathematics across the curriculum is unsatisfactory and pupils do not practise their ICT skills enough.

Commentary

62. In 2003, pupils were underachieving in Year 2 and were well below what was expected in Year 6, mainly because higher attaining pupils were underachieving throughout the school. Standards have improved well from the time of the last inspection. The school's National Curriculum test results in 2004 demonstrated that by the end of Year 6 pupils were in line with the national average and were achieving very well compared to pupils in similar schools. Pupils in Year 2 were still well below average, but this was because the measures taken by the school to improve achievement had not had time to take effect. Currently, the majority of pupils in Year 2 are attaining at the nationally expected level, and now achieving satisfactorily, because teaching has improved well in Years 1 and 2. Pupils in Year 6 are doing even better. They are reaching standards that go beyond expectations and are achieving well.
63. The quality of teaching has improved well and is good overall. In the past, not enough was expected of pupils and they responded passively in this lacklustre climate. Lessons are now generally effective, and pupils take more interest in their learning, owing to the good leadership shown by the co-ordinator, headteacher and senior staff. Pupils now have generally good attitudes to their work. New staff have been well inducted, lessons have been observed, all teachers have received useful feedback and pupils' work has been rigorously examined to provide areas for improvement. The school has set ambitious targets for national tests in 2005 and pupils are on course to reach them.
64. Throughout the school, pupils capable of more advanced work are challenged well to go beyond the usual standards for their age. For example, a higher attainer in Year 6 wrote about a mathematical investigation that, "I did not expect to get this result ...". Good teaching is

clearly making pupils think flexibly about their work as this pupil went on to explain and evaluate the results that had occurred. Similarly in Year 2 higher attaining pupils are racing through work on fractions, three-dimensional shapes and multiplication. This new lease of life in pupils' enthusiasm for the subject has been brought about, partly, by the school's new plan of teaching pupils in class groups of similar attainment. Parents have a good opinion of this form of organisation and can already see the improvement in their children's attitudes and standards of work.

65. Marking is generally helpful in identifying where improvements can be made as well as praising good work. This is a good improvement since 2003. However, the advice given to pupils is not part of a coherent strategy throughout the school designed to raise standards and involve pupils fully in an understanding about how any improvement will raise their standard of achievement. Teaching assistants frequently give good help to pupils with special educational needs and they make good progress as a result, but on other occasions pupils receive too much help and are not allowed to take the initiative or make their own mistakes. For example, in Year 3 some pupils were supported too closely by the assistant and as a result they missed several key moments in the lesson, which affected their progress overall.
66. A general weakness in most lessons relates to the way in which the lesson's objectives and the well-devised individual targets are discussed during and after the lesson. Sometimes teachers rely too much on pupils who indicate they know the answer and leave others without questions to keep them fully involved. Moreover, even when learning is discussed there are too few chances for pupils to comment on what they found easy or hard and what they might need to do next time.
67. Leadership and management of the subject are satisfactory. Good work has been accomplished in tackling underachievement, but the lack of a system to involve pupils more fully in the assessment of their work, the underdeveloped use of ICT and the limited use of mathematics in other subjects limit the provision overall.

Mathematics across the curriculum

68. Pupils' competence in using mathematics across the curriculum is unsatisfactory. In science, pupils in Year 6 cannot use sensing devices to measure temperature and evaluate the results, because the school has yet to purchase the equipment. In other lessons across the curriculum, computers in classrooms are not used often enough, to help pupils consolidate and extend their skills in calculation or to present information in graphical form. Some good work takes place. In Year 6 pupils have an electronic whiteboard in their classroom and use this, for example to make mathematical links with geography, but this kind of work is not well developed across the school.

SCIENCE

The provision in science is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning are good in Year 6.
- The teaching of scientific investigation has improved since 2003.
- Pupils have positive attitudes towards their work, but many are not involved enough in evaluating their own progress.
- Procedures for monitoring teaching and learning are insufficient to improve standards further.
- Progress is uneven across the year groups, because too little is expected of some higher attaining pupils.

Commentary

69. Results of the national tests for both Year 2 and Year 6 for 2004 were well below average. Currently pupils in Year 2 and Year 6 are in line to reach the averages expected by the end of the year. Pupils' achievement is good in this respect. Overall this represents good progress since the school's last inspection. However, improvements are not secure and the pupils in other year groups are not achieving as highly. Progress across the school is uneven, and achievement is only satisfactory overall. Pupils' work in other year groups indicates little recorded work in some classes.
70. Teaching is satisfactory overall. Where teaching is good the pupils are highly motivated and enthusiastic. They enjoy the lesson and want to learn. Staff in these lessons give pupils enough time to carry out testing and opportunities to use equipment in their own way. Teachers plan diligently, but often provide all pupils with much the same work. Some teaching places pupils in groups so that higher attaining pupils help others but this misses chances to extend learning for higher attaining pupils with challenging tasks. Subject knowledge and confidence are limited for some staff. This limits staff's understanding of how to stretch pupils and challenge them effectively. For example, staff mix up fair testing and investigation. These basic skills are not taught sufficiently well to enable pupils to use them independently.
71. Improvements have been made in teaching the aspect of scientific investigation since the last inspection. For example, Year 2 pupils can carry out investigations, such as finding out how materials change when heated, by observing chocolate when it is melting. They are very observant and comment excitedly on the shininess, cracking and melting of the chocolate. However, there are too few chances for pupils to make independent predictions and think of how to test their own ideas.
72. Pupils are enthusiastic in science lessons. They are keen to carry out practical tasks and observe their work attentively. They concentrate and co-operate with each other, sharing tasks and supporting each other. Behaviour is good.
73. In Year 6 pupils are enthusiastic in lessons. They are well taught and enjoy their activities. In one good lesson, pupils learned about Morse code and showed great enthusiasm for learning. They made their own circuits and introduced buzzers and switches competently. They demonstrated how to communicate by light and by sound effectively. Some devised a method to send their own messages from one group to another. Higher attaining pupils were challenged well in this respect. The teacher was well prepared and began the lesson at a good pace, showing the class the high expectations required of them.
74. There are too few opportunities for the co-ordinator to monitor the quality of teaching and learning in the subject. This means there is not a well-informed view of the quality of science education throughout the school. The assessment arrangements are satisfactory and enable the school to successfully check the progress that pupils make and set targets for the Year 2 and 6 classes in tests. However, this has not supported improvements in progress throughout the school. Pupils are not clear about how they can improve further.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The ICT curriculum has been improved to ensure that the required work is covered.
- The school's accommodation and resources for learning have improved, but there are still some shortcomings.

- Pupils' attainment is recorded well, but the results are not used well to plan new learning.
- ICT skills are not used well in other subjects of the curriculum.

Commentary

75. Provision was unsatisfactory in 2003 because the curriculum was not fully in place and the new room for computer studies had only just been commissioned. This resulted in standards which were below the national expectation by the end of Year 2 and Year 6. Improvements that have been accomplished in the last two years have tackled the low standards and strengthened the curriculum. Currently, pupils are reaching nationally expected levels and achieving satisfactorily. They have good attitudes to their work, but their competence in using skills in ICT is unsatisfactory.
76. The quality of teaching is sound throughout the school. It is enhanced by the resources available, in the respect of a room for computers, and the electronic whiteboard in the Year 6 class. However, the computer room is a corridor and the electronic whiteboard is, of necessity, placed at an unfortunate angle for teaching, which slows pupils' progress at times. The computers around the school are not yet fully networked and this makes it more difficult for pupils to continue working on a topic back in their classroom.
77. In Year 6 pupils can use spreadsheets and relish the problems they are invited to solve. In one lesson, for example, they were asked to compare distances between Leeds and various places in the locality. This forced them to read maps and use map-finder websites in the Internet. They were able to enter suggested information and competent in finding totals in various columns. They persisted and consulted with the teacher in a mature fashion. Teaching was good because it set demanding challenge and drove the lesson on smoothly. The only drawback, which is a common one across the school, was that there was no time at the end for pupils to talk about their learning and share any problems they had encountered. This lesson was typical of the interest shown by pupils in their work. They speak very well of their multi-media presentations depicting, for example, information gained on a recent trip to Armley Mills. Their curriculum is now broad and well developed except for the lack of sensing equipment that prevents coverage of that aspect in science. In Year 2, pupils are accomplished in most aspects of the curriculum. They can manage the basics of word processing and retrieve past text and make changes to it. Many are skilled at programming electronic toys to move around the floor and they can find information on the Internet, but do not have the resources available to compose music using computers.
78. The satisfactory co-ordination has made sure that teachers know precisely what to teach and when to teach it. Pupils' work is assessed, the results of which are well recorded. Pupils are interviewed each year to discover what they use ICT for at home. This valuable information is used by teachers when judging pupils' achievements. The use of assessment information is a weakness throughout the school. There is no system employed to help teachers to use the information they have collected to plan new work that is designed to raise standards. For example, higher attaining pupils and those who have access to a computer at home are not always challenged with harder work or extended challenges.

Information and communication technology across the curriculum

79. Pupils' competence and use of ICT are unsatisfactory across the curriculum. It is used successfully in some cases, for example in Year 6 when lessons are organised around the electronic whiteboard or in Year 2 when pupils use the programmable toys. The shortage of equipment and the lack of networked computers linked to the Internet in classrooms hamper pupils' learning. The school recognises, correctly, that this is a key area to develop when the accommodation is enlarged and the new computer facilities are created.

HUMANITIES

Provision in geography and history cannot be judged because only one lesson was seen in geography and none was seen in history. However, pupils' work and teachers' planning were examined, and discussions were held with staff and with pupils from Years 2 and 6.

80. Pupils attain average standards in **geography** in relation to national expectations for their age in Year 2 and Year 6, which represents satisfactory achievement. In Year 6 pupils show good understanding of local issues, for example of traffic problems and the burgeoning Millennium Village next door. In Years 3 to 6, pupils have a sound grasp of map reading and locating places on atlases as exemplified by the good teaching in a Year 5 lesson. The Year 4 residential visit to Robin Hood's Bay develops geography skills well as well as having a very positive effect on their personal and social development. Pupils acknowledge, correctly, that little use of ICT is made in lessons. Higher attaining pupils feel particularly disadvantaged in this respect.
81. Pupils attain average standards in **history** in relation to national expectations for their age in Year 2 and Year 6, which represents satisfactory achievement. Pupils study a range of well-planned topics that evidently interest them. Year 6 pupils have satisfactory understanding of chronology and the validity of different historical sources. For example, pupils have a satisfactory understanding of children's lives in Victorian times. However, opportunities are missed to develop a feel for the period and a deeper understanding through imaginative writing. This limits the achievement of all pupils, but particularly those capable of higher attainment.

Religious education

The provision in religious education is **unsatisfactory**.

Main strengths and weaknesses

- The planned curriculum and lessons do not cover the locally agreed syllabus.
- Pupils do not learn enough and their achievement is unsatisfactory.
- The subject lacks leadership and this means teachers are not receiving enough support in their planning and teaching.
- Assessment procedures are unsatisfactory and do not successfully track pupils' progress.
- There is very limited use of visits and visitors to extend pupils' learning.

Commentary

82. The curriculum is unsatisfactory and does not meet the statutory requirements for religious education. This is less effective than at the time of the previous inspection. The school has attempted to implement some nationally recommended guidelines in order to fill the recognised gap in provision. While these guidelines have some merit they are not implemented systematically and the provision does not meet the requirements of the locally agreed syllabus. As a result, pupils make insufficient progress overall and achieve unsatisfactorily.
83. Pupils in Year 6 are not attaining the standards expected. There is too little focus on learning about major world faiths so by the time pupils are in Year 6 they have a very patchy knowledge of Christianity, unable to tell the Christmas story and unclear about major figures in Christian teachings. They have even less understanding of other faiths, such as Judaism or Hinduism although the locally agreed syllabus expects pupils to learn about two other major faiths.

84. Pupils are in Year 2 are below the levels expected in the locally agreed syllabus. They have little knowledge of Jesus and cannot remember details about any other faiths which they have learned about, such as the importance of the Sabbath for the Jewish faith. Generally pupils behave satisfactorily in lessons but they are not very interested in learning. This is due to the inconsistencies in delivery so pupils are not clear about whether and when religious education is taught.
85. Teaching is unsatisfactory, despite some satisfactory lessons being observed during the inspection. Too little time is spent on teaching religious education for pupils to achieve well and this produces unsatisfactory learning. Pupils' work contains very little which develops their knowledge about religions.
86. Some lessons are successful because the teacher uses general skills and experience very successfully to capture the interest of pupils, such as in Year 6. A lesson about personal feelings was successful through good use of humour and interesting activities. Too many unfounded assumptions are made about pupils' previous learning and this means that otherwise well-planned lessons are not very successful, such as in Year 3 where pupils knew very little about Jesus and could not therefore complete the task set about images of Jesus. Some staff lack confidence in their own knowledge and find it difficult to access the limited resources, support material and artefacts within the school. There is no clear curriculum for staff to refer to over the year, rather just short-term plans to be taught in one topic. This is unsatisfactory.
87. There is no clear co-ordination of this subject. No records appear to be available to show what has gone on in the past. Although a system of group co-ordination is being set up it is not yet effective. This means there is no way to check the quality of teaching and learning, so the school lacks an informed view of the quality of education in the subject. Assessment procedures are unsatisfactory.
88. Limited use is made of visits and visitors to give pupils further opportunities to extend their learning. Visitors occasionally come to school to develop pupils' understanding of religious celebrations but this is not well established.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Not enough lessons were seen in these subjects to form overall judgements about the provision in them. One lesson was observed in design and technology, but none in art and design, music or physical education. Pupils' work was examined and discussions with staff and pupils took place.

89. Standards in **art and design** are above average by the end of Year 6 and this represents good achievement. Some very good work, particularly in Years 3 to 6, is balanced by satisfactory standards by the end of Year 2. Older pupils achieve well especially after studying the work of Claude Bazilier and Eduardo Chillida. They are very excited by this introduction to French and Spanish artists and this contributes well to their multi-cultural education. The way in which pupils in the juniors are expected to write about their appreciation of art is a very special feature of their learning. For example, one Year 6 pupil described L. S. Lowry's method of painting figures as, "Almost roughly, so that they blend into the atmosphere." Pupils in Year 6 use the Internet for research, but computers are not used much, throughout the school, for producing artwork. Some work produced by the oldest pupils is breathtaking: the three-dimensional figures after the style of Bazilier and the tonal studies, in pencil, completed by the oldest pupils after a residential trip.
90. Pupils attain average standards in **design and technology** in relation to national expectations for their age by the end of Year 2 and Year 6, which represents satisfactory achievement. Teaching was very good in the one lesson seen. In that case, pupils in Year 6 were make very swift progress in designing and making their own musical instruments. Generally, pupils have

sound opportunities to make models, study food technology and undertake textile work, which is often effectively linked to science. Pupils assemble models well, enjoy their projects and evaluate satisfactorily. The co-ordinator often writes the design briefs and makes up individual kits. The range of materials used has improved since the last inspection, but there are still some gaps in the tools available. Furthermore, computers are not yet used in the design process.

91. Standards in **music** are average at the end of Year 2 and 6 and pupils achieve satisfactorily. Pupils' standards in singing are in line with what is expected for their age. They particularly enjoy singing in the school's regular productions. The school has recently appointed a member of staff with specialist skills and although it is too soon to see any wide-scale effect of this appointment, a new scheme of work and the team teaching in Years 1 and 2 are already making pupils positive about their learning. Pupils particularly enjoy the recorder club and playing instruments in the productions or during occasional events such as a steel drumming workshop. Moreover, they learn to appreciate music through the regular opportunities to listen to it in assemblies and in the background during lessons.
92. Pupils attain standards that are about average in **physical education**, which represents sound achievement. They value the subject, particularly the specialist coaching they receive in football, rugby, netball, tennis and basketball. Pupils learn to swim in the juniors and reach satisfactory standards. Sporting events organised by local schools add an extra dimension to the curriculum. Pupils speak well of the opportunities afforded them, not least the dance lessons that form part of the regular curriculum. In one Year 6 lesson – an observation that was too short to judge teaching – pupils, particularly boys, thoroughly enjoyed the chance to move to music using movements that they had rehearsed well. They were able to speak, with clarity, about their performances because they had been given the exact criteria by which to judge their own and others' efforts.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No lessons were seen in **personal, social, health and citizenship education** so it is not possible to make an overall judgement on provision. However, discussions with staff and pupils took place.

93. The school places great importance upon developing pupils' personal and social development and encouraging them to keep safe and well. The good, and sometimes very good, links with the parents, local community and other schools contribute significantly to pupils' personal development. A system of getting pupils to talk about their feelings and listen to others has been introduced well into Years 1 and 2. By the end of Year 6 pupils are mature. They are proud of their school and achievements because of the voice they have in its running and improvement. The school takes their views very seriously and develops their opportunities for responsibility very well. Well-planned lessons systematically develop their understanding of sex education, healthy eating and lifestyles and the dangers of drugs, alcohol and smoking.

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	3
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	4
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	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
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	2
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	4

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