



Inspection Report

**Better
education
and care**

Unique Reference Number 121384
LEA North Yorkshire
Inspection number 281001
Inspection dates 8 March 2006 to 9 March 2006
Reporting inspector Mr Bill Keast CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Low Street
School category	Community		Brotherton
Age range of pupils	3 to 11		Knottingley, West Yorkshire WF11 9HQ
Gender of pupils	Mixed	Telephone number	01977 672676
Number on roll	175	Fax number	01977 672676
Appropriate authority	The governing body	Chair of governors	Cllr J Crawford
Date of previous inspection	15 November 1999	Headteacher	Mr J Evans

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This smaller than average village school is in a rural setting but close to larger urban centres. It has a 26 place nursery. Although pupils live in an area with some aspects of deprivation, a smaller than average proportion is entitled to a free school meal. Very few pupils come from minority ethnic backgrounds. An average proportion of pupils has learning difficulties and/or disabilities. Since the last inspection, the school has been relocated in a new building. The headteacher has just returned from a long period of illness during which the school was managed by an acting headteacher, seconded from another school.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Inspectors agree with the school's own evaluation that its overall effectiveness is satisfactory. The school provides satisfactory value for money. It has effective links with other agencies and schools. Results at the end of Year 6 are rising faster than they are nationally but, with small year groups, are more easily affected by the nature of each group. Pupils achieve well. The good care and support they receive from the staff and outside agencies effectively promotes their personal development and keeps them safe. They enjoy coming to school, work hard and behave well. Teaching meets the needs of most pupils well and effectively prepares them for national testing. The school has recognised the need to develop its curriculum so that teaching in one subject supports the teaching in another area but has yet to plan effective action to achieve this. Some curriculum initiatives have yet to be extended through the school. The regular assessments of pupils' attainment are analysed well and action to tackle weaknesses is effective. More formal and evaluative monitoring of teaching is being developed. Staff absence has resulted in instability in the leadership team and the drive for improvement has lost momentum in recent months. Good quality provision in the Foundation Stage enables most pupils to reach expected levels in all areas. The satisfactory progress made since the previous inspection shows that, when staffing is stable, the school has the capacity to improve further.

What the school should do to improve further

- Clearly identify what needs to be done to make the curriculum more cohesive in Years 1 to 6.
- Plan and take effective action, at a school level and subject level, to make these changes.
- Rigorously monitor teaching and pupils' work to evaluate the impact of these actions and ensure that highest attaining pupils are consistently challenged.

Achievement and standards

Grade: 2

Pupils' standards are broadly average and they achieve well. Parents are pleased with the progress their children make. In 2005, Year 6 results were above average, particularly in English. Results have shown a rising trend over the last five years that is above the national trend. Pupils reached their appropriately challenging targets in English but did not meet their targets in mathematics, particularly the proportion reaching above the nationally expected level. These pupils had broadly average attainment when they left Year 2 and they made good progress from then to the end of Year 6. All groups of pupils made similarly good progress. Current standards in Year 6 are lower because the attainment of this group of pupils was lower at the end of Year 2. Small numbers in a year group means standards are more likely to change, year by year, because they are more dependent on the characteristics of the group. Pupils' results at the end of Year 2 were broadly average with the trend over the last five years being in line with

the national trend. Progress in Years 1 to 2 is satisfactory. Pupils join the school with below average skills and, while in the Foundation Stage, they make good progress as most reach the level of skills expected for pupils their age.

Personal development and well-being

Grade: 2

This is good. It is established strongly from the Foundation Stage where pupils accept responsibility for much of their learning. The rules of every class are reviewed annually. These establish the high expectations that guide the exemplary behaviour of the majority of pupils. They feel that their views are taken into account and acted upon. For example, the outdoor climbing apparatus was chosen after staff consulted the School Council. Cooperative group activities enhance many learning opportunities. Outdoor adventure courses give older pupils experiences to respond to challenges and to develop strong team bonds. Older pupils showed a strong spiritual awareness when discussing Christianity and Islam. Pupils develop good attitudes towards healthy living. They are aware of balanced diets and many choose to adopt them. As a Year 4 pupil observed, 'If you don't drink enough water, you dehydrate!' Pupils feel safe at school and have clear ideas of what to do if they feel at all threatened. Most pupils speak with enthusiasm about their schooling and parents confirm that they like school. Attendance figures are consistently slightly above the national average and punctuality is equally good. Pupils develop other good work skills for the future, such as in literacy, numeracy and information and communication technology (ICT). Year 6 pupils even produce their own Curriculum Vitae. They are well prepared for their next school.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good and parents feel their children are taught well. Very good teaching is seen throughout the Foundation Stage where the team works well together, always striving to improve their provision. The high expectations that all teachers have of their pupils create a good atmosphere for learning. Teaching assistants are very effective, especially in catering for the specific needs of those with learning difficulties and/or disabilities (LDD). Staff relish the opportunities presented by their new school building and its resources. This is especially the case in ICT. Skills have been quickly learnt enabling them to utilise the new interactive whiteboards very effectively. The new hall and grounds are being increasingly well used. Marking is thorough and regular assessments identify the level of pupils' work. Older pupils know these levels and understand what they need to do to raise the standard of their work. Lessons are planned with at least three levels of work to match pupils' needs. However, little assessment has been made to identify those pupils possessing special gifts or talents. 'Thinking skills' are being especially developed in three classes. This puts added responsibilities on pupils to solve problems, develop strategies and express their own ideas on different challenges. This aids their self-confidence, develops their

communication skills and gives them independence. The school plans to extend this initiative.

Curriculum and other activities

Grade: 3

The school's satisfactory curriculum meets all statutory requirements. The Foundation Stage curriculum is very good. Work is imaginatively linked and the children's learning is exciting. Work elsewhere in the school is separated much more into different subjects. Literacy and numeracy are given strong prominence. ICT now has much greater emphasis, especially with the introduction of the new interactive whiteboards. The school recognises that the curriculum needs to be developed further to give it more unity and greater relevance and interest. The curriculum for pupils with learning difficulties and/or disabilities LDD is satisfactory and they are usually given work linked to their needs although the targets on their individual education plans lack precision. The quality of enrichment activities is good. Sporting clubs, music tuition and adventure weekends extend the pupils' interests, confidence and teamwork and help them to learn more about healthy lifestyles and how to take care of themselves. These prepare them well for their adult life.

Care, guidance and support

Grade: 2

The care, guidance and support of pupils are good. Their health and safety are promoted well. Parents believe their children are safe and well cared for. Teachers are well trained in child protection issues. Risk assessments are thorough and updated when required. Health issues are well promoted. Teachers' high expectations ensure that pupils behave well and have good attitudes. The needs of most pupils are generally met. More able pupils benefit daily from working together. However, the school has yet to identify gifted and talented pupils so as to set them extra challenges. Social responsibilities, from class monitors to School Councillor, support pupils' development well. Support for pupils with learning difficulties and/or disabilities LDD is good. Outside agencies give good guidance. Teaching assistants very effectively help these pupils in lessons. In the Foundation Stage, provision is very good. Children's progress is frequently checked and work is well matched to their needs. By Year 6, however, these pupils' targets are not reviewed frequently enough to ensure the best progress. Regular assessments are used well to identify pupils who are not making the expected progress so that closer monitoring or additional support can be given.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Illness has led to instability in the leadership team for about twelve months. During the recent long absence of the headteacher, the seconded acting headteacher successfully managed the school and introduced some new ways of working. However, this uncertainty in staffing has

reduced the impetus of the leadership of the school. Senior leaders' commitment to pupils is reflected in pupils' personal development and the quality of care and support they receive. Analysis of the regular assessments that teachers make of pupils' attainment is thorough. Weaknesses are identified and effective action is taken to focus on these in subsequent teaching, particularly in English and mathematics. This emphasis, together with effective preparation for tests, has led to the rising standards. Teaching is monitored but this has only recently become more formalised and sharply evaluative. Subject leaders are beginning to be involved in this process. The school has rightly identified the need to develop the curriculum but planning has yet to identify effectively how this might be achieved. Several curriculum initiatives, for example thinking skills, have been introduced but not yet extended throughout the school. Governors are very supportive and discharge their responsibilities satisfactorily. However, they are not sufficiently involved in the evaluation of the school's work or the impact of planned actions. Parents' views, regularly sought through questionnaires, influence planning. Since the last inspection, standards in mathematics, English and ICT have improved. These were identified as improvement issues then. The school has moved to a new building and resources have significantly improved. Leadership, now stabilised, demonstrates the capability to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for being so friendly and helpful when we visited you recently. You helped us find out how your teachers help you to enjoy yourselves in school while you learn important new skills. We were really pleased to hear your views about the things you like about your school and the interesting experiences you have had.

We especially liked:

- the warm and caring way in which you all help each other
- the fact that so many of you told us how much you enjoy learning and are happy in school
- your good behaviour and sensible approach to school life
- the way in which your teachers check your progress in your work, praise you when you have done well, and let you know where you need to improve
- your School Council, which means that everyone listens to your ideas and opinions, and you have an important part in deciding on some of the things which happen in school
- the way in which you are encouraged to look after yourselves through being healthy and knowing how to do things safely.

We have asked your teachers to make things even better by:

- Helping you to practise using the skills you learn in literacy, numeracy and ICT in other subjects so that your work has a real purpose and you will understand why you are learning these new skills.

Thank you for helping us with the inspection. It was a real privilege to come to your school and we would like to send you our best wishes for the future.