

# **INSPECTION REPORT**

## **SWILLINGTON PRIMARY SCHOOL**

Leeds

LEA area: Leeds

Unique reference number: 107843

Headteacher: Mrs A Rix

Lead inspector: Mr A Calderbank

Dates of inspection: 4 – 6 July 2005

Inspection number: 268020

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:             | 237                                                   |
| School address:             | Church Lane<br>Swillington<br>Leeds<br>West Yorkshire |
| Postcode:                   | LS26 8DX                                              |
| Telephone number:           | 0113 286 3220                                         |
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| Appropriate authority:      | Governing body                                        |
| Name of chair of governors: | Mr T Murray                                           |

Date of previous inspection: 15 March 1999

## **CHARACTERISTICS OF THE SCHOOL**

Swillington Primary School is an average sized primary school with 106 boys and 114 girls aged 4 to 11 years and the full time equivalent of 17 children attending the nursery. The number of pupils who enter or leave the school other than at the usual times is below average. Currently about 12 per cent of the pupils are in receipt of free school meals and this is broadly in line with that found in most schools. The proportion of pupils with special educational needs, one of whom has a statement, is below average. Their needs include moderate learning difficulties, social, emotional and behavioural difficulties and speech or communication difficulties. No pupils speak English as an additional language and the proportion of pupils from ethnic minority groups is very low. The socio-economic circumstances of the school are below average. Most pupils enter the school with well below average attainment. The school is in receipt of additional funding through the Excellence in Cities initiative and obtained an Achievement Award in 2003 for good results in national tests.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |              |                | Subject responsibilities                                                                                      |
|--------------------------------|--------------|----------------|---------------------------------------------------------------------------------------------------------------|
| 7979                           | A Calderbank | Lead inspector | Mathematics<br>Science<br>Art and design<br>Design and technology<br>Special educational needs                |
| 9884                           | M Roscoe     | Lay inspector  |                                                                                                               |
| 2465                           | G Yates      | Team inspector | English<br>Music<br>Physical education<br>Religious education<br>English as an additional language            |
| 30834                          | A Lawson     | Team inspector | Information and communication technology<br>Geography<br>History<br>Areas of learning in the Foundation Stage |

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Swillington Primary School has a number of good and very good features and provides its pupils with a **satisfactory** standard of education. It is rapidly improving after a period of instability. Teaching and learning are satisfactory overall and standards are rising. By the end of Year 6 standards in English, mathematics and science are average and achievement is good. There is a satisfactory level of care and most parents hold positive views about the school. The very good ethos and supportive working environment encourages very good attitudes and behaviour. The school is very well led and managed by the headteacher. It provides **satisfactory** value for money.

The school's main strengths and weaknesses are:

- Children are given a very good start to their schooling in the Foundation Stage and by the end of Year 6, pupils' achievement in English, mathematics and science is good.
- Teaching is very good in the Foundation Stage and in all the classes containing pupils from Years 5 and 6 but higher attainers are not sufficiently challenged in Years 1 to 4.
- There are inconsistencies in the quality of teachers' marking, the presentation of pupils' work and the provision of homework.
- The school is very well led and managed by the headteacher and this is why it is moving forward.
- The roles of key staff and subject leaders require further development.
- Pupils' attitudes to their work, behaviour and the quality of relationships are very good.
- Good provision is made for pupils' spiritual, moral, social and cultural development.
- Opportunities for curriculum enrichment are very good.
- Attendance has improved and is now good.

The school has made satisfactory progress overall since it was last inspected in 1999. Good improvements have been made in the provision for ICT and appropriate steps have been taken to improve the achievements of older and higher attaining pupils in Years 5 and 6 but more still needs to be done in Years 1 to 4. Links with parents, the community and other schools are good overall but the governing body did not send out an annual report to parents last year and the school's policy with regards to the setting of homework is not being applied consistently. The school is judged to have good capacity to improve further.

### STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | All schools |      |      | Similar schools |
|---------------------------------------------------------------------------|-------------|------|------|-----------------|
|                                                                           | 2002        | 2003 | 2004 | 2004            |
| English                                                                   | C           | E    | B    | D               |
| mathematics                                                               | C           | C    | C    | E               |
| science                                                                   | C           | C    | C    | E               |

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average.*

*Similar schools are those whose pupils attained similarly at the end of Year 2*

Achievement is **good** overall. This is reflected in the inspection evidence, which points to average standards overall in English, mathematics and science by the end of Year 6. However, the proportion of pupils' attaining the higher levels in mathematics and science has increased significantly this year and is above that found in most schools. These results are particularly pleasing especially when you consider that the current Year 6 age group

contains more pupils with special educational needs than last year. The trend in Years 3 to 6 in raising standards has been above that seen nationally. Pupils achieve very well in reading and standards are above average. Achievement in writing is not as good and few pupils reach the higher levels. Children start in the nursery with well below average attainment. Though they achieve very well in the Foundation Stage, when the children start Year 1 their attainment is below average. By the end of Year 2 standards in reading are similar to those found in most schools but are below average in writing and mathematics. Standards and pupils' achievements in information and communication technology (ICT) and religious education are satisfactory. Pupils with special educational needs achieve as well as other pupils and there is no significant difference in the achievement of boys and girls or amongst the small number of pupils from minority ethnic backgrounds.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good, overall. Their attitudes and behaviour are very good overall but they do not always present their work well. Pupils like going to school and this is reflected in the fact that attendance has improved and is now good.

### **QUALITY OF EDUCATION**

The quality of education provided by the school is **satisfactory**. Teaching and learning are very good in the Foundation Stage and as a result the children achieve very well in all the areas of learning. Teaching and learning are satisfactory overall in the rest of the school but are most effective in the classes containing pupils from Years 5 and 6 where expectations are higher and more challenge is placed on the higher attainers. Throughout the school reading is taught well but more opportunities need to be provided for pupils to use their number skills to solve mathematical problems and to take part in scientific investigations in Years 1 and 2. Throughout the school there are inconsistencies in the quality of marking, the presentation of pupils' work and the provision of homework. Assessment procedures and the use made of the information are satisfactory overall and very good in English, mathematics and the Foundation Stage. Teaching assistants make a good contribution to pupils' learning through the effective support they give to children.

The school provides a satisfactory curriculum, which meets national requirements. The enrichment provided by visitors and extra-curricular activities is very good and adds much to the quality of education the school provides. Provision for pupils with special educational needs is good and their individual education plans include clear guidance on how to meet the pupils' needs. Partnership with parents is good and effective links have been established with the local community and other schools. The school provides a satisfactory level of care and guidance for its pupils.

### **LEADERSHIP AND MANAGEMENT**

Leadership and management are **satisfactory** overall. The new headteacher is providing very strong educational direction and the changes introduced in line with her very appropriate vision for the school's future, have brought about significant improvements. She has the drive and determination necessary to take the school forward. However, the roles of key staff are in need of further development in order to provide appropriate support for the headteacher. All subject leaders do not yet have a consistent or rigorous enough role in monitoring and evaluating the quality of education and the rate of pupils' achievements in their areas. The governance of the school is satisfactory overall. Governors fulfil most of their legal responsibilities and have a sound understanding of the school's strengths and weaknesses. Financial management is good and budget decisions are linked appropriately to the school's priorities.

### **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

The majority of pupils and parents hold positive views about the school. Though most parents are happy with the information they receive, some would like more details about their child's achievements. Children like being at the school and feel that they receive the help and support they need.

#### **IMPROVEMENTS NEEDED**

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

- Ensure that higher attainers in Years 1 to 4 are consistently challenged.
- Develop the roles of key staff and subject leaders so that they provide appropriate support for the headteacher.
- Ensure that agreed policies with regards to marking, the presentation of work and the provision of homework are being carried out and that governors meet all their statutory requirements.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Pupils' achievement is **good** overall and improving.

#### Main strengths and weaknesses

- Children in the Foundation Stage achieve very well.
- Effective strategies have been put in place to help improve standards.
- By the end of Year 6 standards are currently average and reflect good achievement overall.
- Achievement is very good in the classes containing pupils from Years 5 and 6.
- Higher attainers do not achieve well enough in Years 1 to 4.
- Work is not always well presented.

#### Commentary

1. When children start in the nursery, their attainment varies but is currently well below what is expected for their age. The previous inspection found that pupils started school with below average skills. Though children achieve very well in all aspects of the Early Years curriculum, an above average number will not meet the goals set out for them to attain in all the areas of learning especially in communication, language and literacy.
2. The school has gone through a period of instability and lacked a sense of direction. During this time standards and pupils' achievements in Years 1 and 2 in reading, writing and mathematics declined significantly. However, under the leadership of the new headteacher, teachers and support staff have worked hard and effectively to make improvements.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading       | 13.9 (15.9)    | 15.8 (15.7)      |
| Writing       | 12.1 (13.9)    | 14.6 (14.6)      |
| Mathematics   | 14.9 (16.2)    | 16.2 (16.3)      |

*There were 35 pupils in the year group. Figures in brackets are for the previous year*

3. In the 2004 National Curriculum tests and assessments taken at the end of Year 2, pupils' attainment was well below the national average in reading, writing and mathematics. When compared to similar schools (those with a similar number of pupils eligible for free school meals) standards were also well below average and in writing they were in the bottom five per cent in the country. Teacher assessments in science indicated that standards were well below average overall. The trend in the school's results over the previous five years has been below the national trend.
4. The need to improve pupils' progress and achievement in reading, writing and mathematics in Years 1 and 2 has been recognised by the school and appropriate action has been taken since the appointment of the new headteacher. For example, she is ensuring that effective use is being made of the information gathered from the very good assessment procedures in English and mathematics to identify strengths

and weakness and track pupils' progress accurately. This has resulted in the setting of realistic targets to focus on improving the weaker areas of pupils' knowledge and skills. In addition, teachers' planning is more effective in ensuring that activities build on what has been taught previously. These initiatives are beginning to impact positively on standards and inspection evidence shows that pupils are now making better progress in Years 1 and 2.

5. The survey of work and discussions held with pupils indicates that attainment in the current Year 2 is average in reading and achievement is good. Though standards in writing, mathematics and science are improving, they are below average especially with regards to the number of pupils working at the higher levels. Pupils have a sound knowledge of basic number facts but do not apply them satisfactorily to solve mathematical problems and do not have a sufficient understanding about fair testing in science.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English       | 27.9 (24.7)    | 26.9 (26.8)      |
| Mathematics   | 26.9 (27.0)    | 27.0 (26.8)      |
| Science       | 28.6 (28.5)    | 28.6 (28.6)      |

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

6. In the 2004 national tests, pupils in Year 6 achieved above average standards in English and average standards in mathematics and science. When the results are compared with those achieved by the same class at the end of Year 2, they show that the progress made by the pupils was below average in English and well below in mathematics and science. One of the main reasons for this is the lack of continuity caused by the changes in leadership and management prior to the appointment of the current headteacher. The school exceeded the target it set for the percentage of pupils to attain Level 4 in English but did not meet it in mathematics. The trend in the school's results over the past five years has been above the national trend.
7. The need to improve the attainment of older and higher attaining pupils in the mixed age classes in Years 3 to 6 identified in the previous inspection has been addressed satisfactorily. However, attainment and achievement are better in the three classes containing pupils from Years 5 and 6 because teachers' expectations are higher and the pupils are challenged more than they are in Years 3 and 4.
8. There is a higher number of pupils with special educational needs in the current Year 6 than there were last year. Despite this fact, a scrutiny of work and information from lesson observations and from discussions held with pupils shows that standards in English are average overall and pupils achieving well. Pupils achieve very well in reading and standards are better than those found in most schools. However, a below average number of pupils are working at the higher levels in writing and as a result higher attainers are not achieving as well they should.
9. Though standards in mathematics are average overall the proportion of pupils' working at the higher levels is above that found in most schools. By the end of Years 6 pupils have achieved well. The speed and accuracy at which they recall basic number facts and apply them to solving problems is a strength in Years 5 and 6. Pupils achieve well in science and have a good understanding of how to make a test fair.

10. Pupils' attainment in information and communication technology (ICT) is in line with national expectations by the end of Years 2 and 6 and achievement is satisfactory overall. Appropriate opportunities are provided for pupils to use computers to support their work in most other subjects and so enhance their learning. However, pupils do not use computers effectively as a quick writing and editing tool. Currently, achievement is satisfactory in religious education but, as was noted at the time of the previous inspection, pupils do not fully understand why certain customs in different world faiths are carried out.
11. Pupils' work was sampled in other subjects of the National Curriculum but insufficient information was available to make firm judgements about achievement in all of them. From the work seen, standards and pupils' achievements are satisfactory overall in art and design and in design and technology.
12. The school's good approach to inclusion enables the small number of boys and girls from minority ethnic backgrounds and across the attainment range to achieve at very similar rates. The current good provision being made for pupils with special educational needs includes well-focused individual educational plans which are effectively supporting the pupils in making improved progress towards meeting their personal targets. Good use is made of extra funding and national initiatives to boost the achievement of these pupils, and they gain a great deal from working with classroom assistants in small groups. The school has not yet identified any gifted or talented pupils. However, it does provide some additional challenge via the extra-curricular programme. The school is aware of the need to develop its provision for these pupils.

### **Pupils' attitudes, values and other personal qualities**

Pupils have **very good** attitudes to school and behave **very well**. This reflects the **effective** provision for pupils' personal development and shows good improvement since the previous inspection; as then, pupils' spiritual, moral, social and cultural development is judged to be **good**.

### **Main strengths and weaknesses**

- Pupils take a keen interest in their lessons and other school activities.
- Pupils know what is expected from them in terms of behaviour in lessons and respond well to the opportunities to increase their self-discipline.
- There are very warm and friendly relationships amongst pupils.
- Pupils' personal development is good overall because the provision for spiritual, moral, social and cultural awareness builds self-confidence and individual values.
- Attendance rates are rising.

### **Commentary**

13. Pupils are keen to arrive on time and put their hearts into everything the school has to offer. They enjoy the range of extra-curricular activities which staff provide and which encourage friendships across the age ranges. Pupils work very hard in lessons and often do not want to stop working. This was especially the case in the Year 5/6 class where pupils preferred finishing off their 'stories' to playing outside on a sunny day.

14. The majority of pupils behave very well and are cheerfully co-operative. Mixed-age classes allow them to be sensitive to the needs of those children younger than themselves. Because most pupils feel well supported within their school community they respond well to the pace of busy but very orderly days. In the playground they take part with great enthusiasm in the activities overseen by play leaders or in the imaginary games that they organise for themselves. There have been no exclusions.
15. In class pupils listen to teachers and concentrate well. This is largely due to their involvement in rule-making and discussion about behaviour expectations. Pupils are eager to earn rewards or recognition for their increasing self-discipline, which is reflected in the good range of important posts. Occasional instances of unacceptable behaviour are taken very seriously and the school works closely with parents to help their children through any difficulties. Pupils are aware of the many forms that bullying can take and know that it is not tolerated and must be reported. Consequently they are secure and free from harassment from others.
16. Relationships throughout the school are very good. Pupils have a high level of trust and respect for the adults in the school who are unfailingly supportive. This ensures that pupils know they are valued as individuals.
17. Pupils' spiritual, moral, social and cultural development is good overall. They are developing a sense of empathy and concern for others because of their experiences in circle time or in assemblies where they discover the meaning of such concepts as truthfulness and trust. Pupils learn to include others in their games and that actions have consequences. Older pupils have strong views on moral issues such as the environment and on the rights of children.
18. Opportunities are grabbed to build pupils' social skills and also help them understand their community responsibilities. These result in a keenness to act as class council representatives, play leaders, 'bench buddies' or support their class charity. Opportunities for pupils to gain knowledge of their own culture and some of the traditions found in other countries are satisfactorily woven into the curriculum with religious education making the least contribution. A range of visitors enthral pupils and help them to understand the customs of people in far away lands.
19. The rate of attendance has improved significantly this year. The school is rigorous in its efforts to encourage parents to value the importance of regular attendance. Term-time holidays by a number of pupils are rising however and this is reflected in the increase in the percentage of unauthorised absences and also in the negative impact on their learning and achievements.

***Attendance in the latest complete reporting year (%)***

| Authorised absence |     | Unauthorised absence |     |
|--------------------|-----|----------------------|-----|
| School data        | 5.6 | 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.*

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

### **Teaching and learning**

Teaching and learning are **satisfactory** overall. Assessment is **satisfactory**.

## Commentary

### ***Summary of teaching observed during the inspection in 32 lessons***

| Excellent | Very good | Good     | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 0         | 9 (28%)   | 14 (44%) | 8 (25%)      | 1 (3%)         | 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.*

## Main strengths and weaknesses

- Teaching and learning are very good in the Foundation Stage and in the classes containing pupils from Years 5 and 6.
- Teaching does not sufficiently challenge higher attainers in Years 1 to 4.
- Assessment and the use of the information are very good in English and mathematics but are not yet effective in science and other subjects.
- Teachers' marking is not sufficiently focused on identifying the next steps for improvement in learning or to support target setting and pupil self-review.

## Commentary

20. The positive qualities in teaching identified by the previous inspection have been maintained and some of the weaknesses have been addressed. However, There are still inconsistencies in the quality of teachers' marking and the setting of homework. Written comments on work do not always sufficiently inform the pupils how they can improve. In addition, not all teachers have high enough expectations with regards to the presentation of work.
21. During the week of the inspection, the quality of teaching and learning was good or better in nearly three-quarters of the lessons observed. It was very good in two-thirds of these. Good teaching was evident throughout the age range. Teaching is particularly strong in the Foundation Stage and Years 5 and 6. However, taking the survey of work and the progress made by pupils into consideration teaching and learning are judged to be satisfactory overall in Years 1 to 6. Strengths include good encouragement and effective teamwork. In addition, the good attention paid by most teachers to the setting of high standards of behaviour ensures a positive environment for learning to which pupils respond well.
22. Inspection evidence shows that the children are making very good progress overall and achieving well in all the six areas of learning in the Foundation Stage because of the very good teaching they receive. Very good procedures are in place constantly to assess children's knowledge and skills and this information is used to plan their next learning steps so that children make progress rapidly. All adults have very high expectations of what children can achieve and have a clear focus on making sure that all children have every opportunity to reach their potential. Activities are organised well and included some good examples of exploration and absorbed play. Staff work very well together and provide a warm and caring environment where children settle in quickly and form very good relationships.

23. The teaching of English, mathematics and science is satisfactory overall in Years 1 to 4. The school has recently reviewed the teaching of reading and as a result of the action taken, reading skills are now being taught thoroughly and standards have risen. Pupils achieve very well overall in reading. However, the teaching of writing including spelling skills is not as good as it should be and needs to be strengthened. Though teachers prepare their numeracy lessons conscientiously, expectations with regards to the speed at which pupils recall basic number facts in mathematics are not high enough in Years 1 to 4. Moreover, too few opportunities are provided for pupils to apply their mathematical skills to solve problems or to set up their own investigations in science in Years 1 and 2. As a result, some higher attaining pupils do not achieve as well as they should in these subjects.
24. The quality of teaching is satisfactory overall in ICT and most teachers make satisfactory use of it to support learning in other subjects. However, some classrooms have an inadequate number of computers. A strength of the teaching is the focus on developing pupils' skills in the use of the Internet as a powerful tool for research. However, pupils are not taught to use their word-processing skills to write and compose directly onto the screen so do not develop their skills in using the computer as a quick writing and editing tool.
25. The means of assessing pupils' achievements are very good in English and mathematics. In these subjects teachers regularly use a range of appropriate assessments, including statutory and optional National Curriculum tests. The information gathered from these tests is now being analysed carefully to identify strengths and weaknesses, to guide teachers' planning and to set targets to improve pupils' attainment. However, in most other subjects there is no whole-school approach to assessment and the use made of the information.
26. Teachers manage their pupils very well and the very good relationships between adults and between pupils and adults mean that a positive climate for learning is established. Teachers make good use of teaching assistants in supporting the needs of small groups or individual pupils. The school has an established system to encourage pupils to read and learn at home and this has a positive effect on the progress they are making.
27. The teaching of pupils who have special educational needs is good overall because teachers plan activities well and ensure that they are matched to pupils' needs and abilities. Very good relationships and an inclusive ethos ensure that these pupils are well integrated into classes.

## **The curriculum**

The school provides a **satisfactory** curriculum. Provision for pupils with special educational needs is **good**. Opportunities for curriculum enrichment, particularly through sport and the arts, are **very good**. Learning resources and accommodation are **satisfactory** overall.

## **Main strengths and weaknesses**

- The Foundation Stage curriculum is good and children get a very good start to their education.
- Pupils with special educational needs are given good support to achieve their targets.

- The curriculum is very well enriched through the school's involvement in local sports and arts events.
- Resources are good for music and the school has excellent resources for children to engage in performing music using steel pans.
- The accommodation does not have facilities for physically disabled pupils, although ramps and hand-rails are in place.

## Commentary

28. Overall, the school provides pupils with a satisfactory range of activities that meets statutory requirements and develops their skills and understanding in all subjects of the National Curriculum and the locally agreed syllabus for religious education. An issue from the previous inspection relating to inconsistent time allocation in subjects has now been fully addressed. The school is currently reviewing all subjects to ensure that pupils benefit from a clear progression of skills. It meets its statutory requirement to educate pupils in sex, drugs and alcohol issues, mainly through the science curriculum. There is currently no formal programme in place to teach personal and social education, although in discussion, pupils have a clear understanding of aspects of health education, personal care and the dangers of drugs and alcohol.
29. Provision for children in the nursery and reception classes is very good and children benefit from a good curriculum that is very well matched to what they know, understand and can do. As a result, children are very well prepared for the next stage of their education. The Foundation Stage curriculum is very well planned and children have access to good resources and accommodation.
30. Children benefit from the school's active involvement in many local sporting, cultural and arts events. Opportunities for curriculum enrichment are very good and this strength of the curriculum has been maintained since the previous inspection. Pupils achieve very well in sporting events against local schools. The school encourages pupils to take part in a wide range of arts activities. For example, pupils from the school take part in the local Garforth Arts Festival, where they work in the community on art and music projects. Visits and visitors are used well to provide all pupils with a good range of first-hand learning experiences, particularly in pupils' awareness of other cultures. Recent visits by musicians and dancers from Zimbabwe enabled pupils to deepen their knowledge and understanding of non-western cultural traditions.
31. The school's resources for learning are satisfactory overall and there are some good and excellent features. For example, resources for music are good which enable older children to develop very good steel pan skills. However, the number of computers in some classrooms is inadequate. The school's accommodation is satisfactory overall. The library is currently being relocated and so is still in the process of being developed into a new learning resource. The computer suite is used well by staff to teach new skills, but currently, it is too small for whole class teaching. However, this is shortly to be enlarged, which will make teaching and learning easier to plan. Classrooms however are spacious and the school grounds are attractive and well maintained. Although the school and the local education authority have completed a full disability audit, the school has limited facilities for disabled pupils or adults.

## Care, guidance and support

The arrangements to ensure pupils' care, health and safety are **satisfactory**. Provision for pupils' support and guidance is also **satisfactory**. Pupils are **effectively** involved in decision-making.

## Main strengths and weaknesses

- Induction arrangements are very effective.
- Satisfactory procedures help to ensure that pupils play and learn safely.
- The monitoring of pupils' personal and academic development is satisfactory. More work is needed to make feedback and other guidance offered to pupils more precise and relevant to their needs.
- Pupils are empowered to take responsibility for their own behaviour and by the opportunities they have to bring about change for the common good.

## Commentary

32. Parents praise the care provided for their children on first joining the school and appreciate the good range of information that includes a user-friendly prospectus. This provision, together with the helpful and friendly approach of adults and other pupils, enables swift transfer and induction for all. New entrants into the Foundation Stage are very well prepared through home visits. There is no doubt that teaching and support staff treat pupils with kindness and respect. This ensures that pupils have the chance to benefit from their time in school, and can turn to the adults for help at the times they most need it.
33. Satisfactory systems to guarantee pupils' welfare, health and safety are in place. However, they are in need of review to ensure a consistency of approach so that procedures such as the reporting of accidents at recreation times are carried out conscientiously. Most staff are trained in child protection matters and they apply first aid skilfully, based on good knowledge of children's allergies or special conditions.
34. Procedures for risk assessments are satisfactory and are helped by many reminders to parents about pedestrian use of the staff car park and the rules governing the transport of pupils. The site superintendent regularly checks the premises for hazards and strongly encourages staff to observe agreed control mechanisms. The legal requirements for health and safety are met.
35. Pupils' personal development is monitored effectively. The learning mentor is particularly skilled at raising pupils' self-esteem and helping them to practise their social skills in group situations. Pupils' achievements, however small, are recognised and praised, and this motivates them to improve further. There is good support for pupils that find part of the school day difficult; classroom assistants gently counsel pupils quietly during lesson times.
36. The monitoring of pupils' progress is satisfactory. Tracking systems have recently been introduced so teachers can see if pupils are making the expected progress. A less positive picture is that most pupils do not receive enough pointers for improvement. Teachers' written comments are often unspecific and so make very little impact on pupils' work. Conversely, this means that pupils are not consistently made aware of what they need to do to improve.



37. Pupils' involvement in school development is good because their views are regularly sought. Discussion on classroom rules, for example, is promoting good behaviour in every class. Regular times for talking about important issues during circle time allow teachers to discover pupils' likes and dislikes. Members of the school council are settling well into their role as a sounding board for other pupils' views and have already provided ideas for recycling and improving the collection of litter. Less is done to enable pupils to devise their own personal targets for improvement.

### **Partnership with parents, other schools and the community**

Links with parents, the community and other schools are now **good** and serve to promote pupils' achievement effectively. This is a considerable improvement since the last inspection.

### **Main strengths and weaknesses**

- The school is settling down under new leadership and parental confidence in most of the school's work is high as a result.
- Most parents try hard to support their children's learning in meaningful ways but feel restricted by a lack of information.
- Parents do not receive the required reports and information from the governing body.
- Links with the community and other schools make a good contribution to pupils' social, cultural and physical development.

### **Commentary**

38. From a limited response to the questionnaire and discussion with parents before the inspection, it emerges that many are satisfied with most aspects of the school. Parents speak highly of the education their children receive, the way staff welcome them, teachers' high expectations, and how much their children enjoy their learning. A small number of parents, however, have some concerns about the information they receive on their child's progress and the time of year it is presented to them.
39. Pupils were found to behave very well overall in and out of lessons and that the school successfully deals with the rare instances of bullying that are brought to teachers' attention. Children themselves report a very happy atmosphere in their school and the inspectors agree.
40. The school's welcoming style is promoted well through the home visits and the information prepared for new children and their parents. Many parents make a good contribution to their children's learning. They support sporting fixtures and also the schools' programme of educational visits. Opportunities are missed, however, to involve more parents in speeding up their children's academic progress because homework provision is largely inconsistent.
41. The quality of information is, due to recent improvements, is good overall. The absence of a recent annual report to parents from the governing body prevents this aspect from being judged as very good. Regular, stylish newsletters are provided and parents are appreciative of the innovative termly briefing notes provided for each class. The best of these show what parents can help with at home and serve to encourage effective links between home and school. Annual progress reports are of

good quality and provide a clear indication of children's progress, personal development and application. They are not yet of the highest quality because they fail to explain if pupils have reached the expected standard for their age in the core subjects. In addition, targets for improvement are sometimes not expressed well enough to be of use to pupils or their parents.

42. Parents hear of their children's academic progress in July. This is in addition to a 'settling-in meeting' in the autumn term. Some parents feel this does not create two-way dialogue or encourage a more active contribution to their children's learning. The consultation with parents last year resulted in a review of these meetings. Plans are now in the pipeline to allow the school to benefit more from the support it receives from many parents. Parents raise funds eagerly and generously support a range of charities. The school is aware that absence levels are inflated when parents take unauthorised term-time holidays and strongly discourages this practice.
43. Pupils' personal development is helped considerably by effective links with other primary and secondary schools, allowing participation in many inter-school sporting and gala activities and enhancing pupils' confidence and self-esteem. Visits to different places of interest in the local area and further afield motivate and interest pupils. This in turn helps maintain positive attitudes to learning. Visitors from overseas promote an idea of a global community and also provide authentic experiences of African music and dance. The school's role as a positive focal point in the community it serves is strong. There are good links with the church and local businesses sponsor school events.

## **LEADERSHIP AND MANAGEMENT**

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

### **Main strengths and weaknesses**

- The headteacher provides very good leadership and management.
- The senior management team do not have a consistent or rigorous enough role in monitoring and evaluating the quality of education.
- The role of subject leaders is in need of further development.
- Governors do not meet all their statutory requirements.

### **Commentary**

44. In the previous seven years there have been six changes of headship both permanent and temporary. This resulted in uncertainty amongst staff as to the educational direction of the school. However, with the appointment of the current headteacher nine months ago a much more focused, planned and determined approach has been adopted to ensure that pupils receive an improved quality of education.
45. The headteacher provides very good leadership and management. Upon taking up her post, she swiftly and accurately evaluated the school's performance and set about building on its strengths and eliminating the weaknesses. The headteacher has laid down very clear expectations and is working in a rigorous way to bring about change. The introduction of group reading sessions has been particularly effective. Priorities in the school development plan relating to attainment and progress in English and mathematics are now identified on the basis of secure information about

pupils' past performance. Strong and effective action is also being taken to improve the quality of teaching and learning in Years 1 to 4 and throughout the school there is a sharper focus on the setting of challenging targets. As a result, the process of improvement has got off to a very good start and standards and pupils' achievements are rising.

46. The senior management team the headteacher inherited is not yet effectively involved in the leadership and management of the school. While subject leaders are beginning to take an increasing role in managing their areas, their role in quality assurance is not yet fully established because they are insufficiently involved in the monitoring and evaluation of school and subject performance. The headteacher and Local Education Authority (LEA) are fully aware of this situation and have drawn up plans to address the issue.
47. The school's procedures for self-evaluation and the taking of appropriate action are good overall. The new school improvement plan provides a well-structured framework for action towards clear objectives to improve standards and the quality of teaching and learning.
48. As at the time of the previous inspection, the governing body is committed to the school. Governors share a common vision and support the headteacher and staff well as they strive to improve the learning opportunities for the pupils. An appropriate committee structure has been established and governors are made aware of the school's strengths and weaknesses from the regular and detailed reports that they receive from the headteacher. However, their role in acting as a critical friend is underdeveloped. The governing body is very clear about obtaining value for money. However, legal responsibilities are not fully met with regard to the sending out of an annual report to parents.
49. The Foundation Stage is led and managed very well. The co-ordinator has a very good understanding of the Early Years curriculum and makes sure that every opportunity is used to maximise children's learning. She ensures that teachers and learning support staff work closely as a team and that provision matches the differing needs of the children.
50. The arrangements for the identification and support of pupils who have special educational needs are good. Pupils are identified early and most teachers take careful account of the targets included in the individual educational plans. The contribution made by the learning mentor and classroom support assistants is a particular strength of the provision.

## Financial information

### *Financial information for the year April 2003 to March 2004*

| Income and expenditure (£) |         | Balances (£)                        |        |
|----------------------------|---------|-------------------------------------|--------|
| Total income               | 743,000 | Balance from previous year          | 32,810 |
| Total expenditure          | 687,070 | Balance carried forward to the next | 88,740 |
| Expenditure per pupil      | 2402    |                                     |        |

51. The school's administrative officer ensures that the school runs smoothly on a day-to-day basis. Under the new headteacher financial planning and control are efficient. The school has a surplus budget which is higher than average. This has been saved to help fund intended improvements to the ICT suite and the purchase of more equipment.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

The school makes **very good** provision for children in the Foundation Stage and they get a very good start to their education. This represents an improvement since the previous inspection. The school now has a Foundation Stage unit that enables nursery and reception children to work together on some occasions.

Children enter the nursery with skills well below those typical for their age, particularly in their personal and social development and in their speaking, listening and language skills. At the time of the previous inspection children's skills were judged to be below average. By the end of the reception year, children have achieved very well, particularly in their speaking skills and in their personal and social skills. Children develop confidence and self-assurance in their relationships with others and so are very well prepared for their entry into Year 1. Achievement for all children, including those with special educational needs, is very good overall, because they receive very good teaching and benefit from well planned learning activities. Currently, there are no children in the Foundation Stage who are at an early stage of learning English as an additional language.

The Foundation Stage is led and managed very well and a very effective team has been established. Teachers and learning support staff are in the main very experienced and very well trained. They have a very good understanding of the Foundation Stage curriculum and use every opportunity to maximise children's learning. Very good procedures are in place constantly to assess children's knowledge and skills and this information is used to plan their next learning steps, so children make progress rapidly. All adults have very high expectations of what children can achieve and have a clear focus on making sure that all children have every opportunity to reach their potential. Expectations of behaviour and attitudes are equally high and, as a consequence, the behaviour of children is very good. Very good procedures are in place to help children settle into school when they first begin and positive relationships with parents are established early. Learning resources are good, very well organised and used very effectively to promote interesting and lively activities.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Relationships are very positive and all staff have very high expectations of behaviour.
- Independence and taking responsibility are very well promoted.

#### **Commentary**

52. Teaching in both the nursery and reception classes is very good. However, standards by the end of the reception year are overall below those found in most schools. Though two thirds of the pupils are on track to meet the standard expected, a third are not fully meeting the standard because of their very low skills when they first entered the nursery. However, this still represents very good achievement for all groups of children. Relationships are very positive and children quickly develop trusting relationships with all adults, which is conducive to their learning. Most

children are polite, kind and helpful to each other. All teaching areas, in both the nursery and reception, have learning resources very well organised and easily accessible and this encourages children to get the equipment and resources they need independently.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- All staff engage children in lively conversations and make sure that correct vocabulary is used.
- Basic skills in reading and writing are taught through very interesting learning activities that keep children fully engaged.

### **Commentary**

53. Children enter school with skills well below those typical for their age in their ability to speak and communicate with others. Teaching, in both the nursery and reception, is very good and consequently, by the end of the reception year, just over a half of the children are broadly meeting expected standards. However, the rest are still not fully meeting the goals expected for their age by the end of the Foundation Stage because of their very low skills on entry to the nursery. Though this represents very good achievement, standards are below average overall. Those children with special educational needs are given good support in small groups and occasionally they have individual support. As a result, they too achieve very well. During activities, staff in both the nursery and the reception constantly engage children in conversations to extend their vocabulary. All adults use correct technical vocabulary and wall displays contain correct terms for all items of equipment, so children learn to ask for “treasury-tags” when joining paper, or use terms such as “guttering and cement” when talking about buildings.
54. By the end of the reception year, higher attaining children can recognise simple punctuation marks, such as capital letters, full stops and question marks, when reading a story about The Three Pigs. They know that questions often begin with words such as “When, Where, How or Why” and use this to pose questions themselves. Most children know that there is a difference between a story and a play. Early writing skills begin in the nursery, as children are encouraged to write their names or write labels and captions to their work. Staff carefully watch as the children write, so they are able to ensure that letters are correctly formed. By the end of the reception year, most children are able to write many words independently, with higher attaining children writing simple sentences, such as, “I went to the beach and then I went to the caravan”.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **very good**.

### **Main strengths and weaknesses**

- Staff use very good assessment procedures constantly to monitor the acquisition of new skills and knowledge, which are then used to plan the next steps to learning.
- Mathematical vocabulary is well taught, so children use correct terminology.

### **Commentary**

55. When children first enter the nursery, they have mathematical skills that are well below those expected for their age. Teaching in both the nursery and reception is very good and as a result, by the end of reception, about two thirds of the children are on track to meet the standards expected. This represents very good achievement but standards are still below average overall. Those children with special educational needs are given extra support and guidance during most activities and this enables them to achieve very well against the targets set for them. A clear strength of teaching is in the quality of on-going assessment of what children know, understand and can do. For example, in the nursery, children work in small groups with adults who carefully monitor what they can do. In reception, learning resources are used imaginatively and effectively to support children's developing skills in the addition and subtraction of number. The use of numbers and the acquisition of simple calculation skills is embedded into day to day life, so children calculate the number of children present or absent during registration. They then write this as "a proper sum", such as  $21-2=19$ . Older children in reception know and can use the symbols +, - and =, with most children being able to recognise and name, simple two- and three-dimensional shapes. Children use mathematical vocabulary appropriately because all adults use correct terminology and ensure that children pronounce the terms correctly.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- A good range of interesting activities are planned to provide first-hand learning experiences.
- All staff make good use of the outdoors accommodation to extend pupils' knowledge and skills.

### **Commentary**

56. Teaching is good overall and often very good and consequently, over half of the children are likely to meet the standards expected. This represents very good achievement but standards are still below those found in most schools. Teacher's planning is a key strength and is very carefully based on what children already know, understand and can do. All staff then work together to plan a good range of activities to build on children's existing knowledge and skills and this has a very positive effect on learning. Early science skills develop as children observe tadpoles change into froglets and then frogs. This provides an endless source of fascination and children use magnifying glasses to check on progress daily! In history and geography, teachers use visits, resources and artefacts to teach children about the past and their own locality. Older children in reception look at household items from the past and think about how kitchen equipment was used before electricity. Geography skills develop as children make models of their local village, using the information they

have gathered from a walk around their locality. In ICT, children learn how to locate keys on the keyboard to write their names. Children find out about other cultures through visits and visitors, for example, a parent came into class to show children how to wear a sari.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **very good**.

### **Main strengths and weaknesses**

- Staff make very good use of learning resources and the school's accommodation to plan a good range of learning activities.

### **Commentary**

57. Teaching is very good in both the nursery and reception class and as a result, just over two thirds of reception children are on track to meet the goals expected for their age by the end of the Foundation Stage. Over half of the reception children have very secure skills and fully meet the standards expected. However, standards overall are below those found in most schools. Children who have special educational needs are given adult support when needed, or are paired with children who are able to work alongside them and this enables them to achieve well. All children achieve very well in the development of their physical skills. The youngest children in the nursery are taught how to fasten zips and buttons on coats and soon become independent when dressing and undressing. Outdoors, nursery children use a good range of large wheeled toys and apparatus to slide, climb and balance. Older children in the reception use the large space in the hall to take part in music and movement activities. They use controlled movements to replicate the steps of a giant, moving well to spoken instructions.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **very good**.

### **Main strengths and weaknesses**

- Tools and equipment are very well organised and easily accessible, so children have the opportunity to choose their own resources.

### **Commentary**

58. Teaching is very good and, as a result, by the end of reception, over half of the children are likely to reach the expected standards. Those children who do not fully meet the standards are working at levels just below and this represents very good achievement from when they first entered the nursery. However, standards overall are below average. Children work in areas that are very well organised and learn to use the correct words for the equipment and apparatus they use. They learn to mix and blend colours. In music, they benefit from visitors into school to learn about a range of instruments and different styles of music. For example, during a visit by Leeds String Quartet, children were introduced to stringed instruments and they were able to compare this style of music to African drum beats and rhythms.



## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision for English is **satisfactory**.

#### **Main strengths and weaknesses**

- By the end of Year 6 standards of attainment are above average in reading and in speaking and listening.
- Higher attainers do not do as well as they could in developing their writing skills in Years 1 and 2.
- In Years 1 to 4 spelling skills are not developed well enough and work is not presented neatly.
- Very good teaching in the classes containing pupils from Years 5 and 6 is accelerating learning.
- Pupils with special educational needs make good progress.

#### **Commentary**

59. By Year 6, overall standards are in line with those found in most schools. All groups achieve very well in Years 5 and 6 in developing reading skills. The minor issue in the previous report with regard to improving reading records has been addressed successfully. It is not possible to comment on the issue related to the use of the library because at the time of the inspection the library was being relocated in another part of the building and was not operational.
60. By the end of Year 2, overall standards have improved this year but remain below average. Higher attainers do not do as well as they can in developing their writing skills. Reading standards are in line with those found in most schools and this represents good achievement.
61. Speaking and listening skills are above average overall by the time pupils leave. In most classes pupils listen carefully to their teachers and other adults and follow instructions well. Pupils' knowledge and use of words improves steadily as they move through the school and by Year 6 most pupils can articulate their views clearly and use correct technical vocabulary when necessary.
62. In reading, pupils make very good progress and standards are above average by the time pupils leave. In Year 2, most read simple books with reasonable fluency and standards are in line with those found in most schools. Teachers and support staff work hard in the newly established group reading sessions in ensuring that pupils encounter a wide range of texts. By Year 6, most pupils read in a lively way and have good strategies for tackling new words. Teachers set good examples by their own reading to the class and pupils gain much from listening to exciting stories.
63. Standards in writing are average by the end of Year 6 but very few pupils attain the higher level in this aspect. Satisfactory use is made of ICT but the lack of readily available equipment in Year 6 limits the opportunities to use it effectively in English lessons. In Years 1 to 4 handwriting, spellings, and presentation skills are not as good as they should be. For example, in work displayed around the school relating to

the Victorians it is evident that not enough attention is given to basic spelling and punctuation. To combat this, a start has been made to provide better opportunities for pupils to write stories and poems, and their books show some improvements over the last year. In their best work, pupils wrote their own reasons why they liked a particular poem. One pupil commenting on a Pam Ayres poem stated she liked it because 'it reminded me of when I have a cold.' In Years 5 and 6, teachers give lots of emphasis to making writing interesting, and many of pupils' stories are exciting to read. In Year 6 a feeling of suspense is brought into their writing by using short, well crafted sentences. One pupil wrote, 'Fire. It is too late for him to turn around now, the flames had already spread behind him. There was no escape. He was in a giant ring of fire.' Most pupils in Year 6 have no problems with punctuation and basic spelling.

64. The teaching and learning is satisfactory overall but very good in the classes containing pupils from Years 5 and 6. Teachers in these three classes are very well organised and show a good awareness of how pupils learn best. They take every opportunity to get pupils to explain their thinking, and while some pupils still find this hard they try their best to answer using interesting words in full sentences. In a very good lesson in Year 5/6 pupils developed their writing skills in putting together a detective story with due attention, for example, to ensuring clues were linked to suspects. Teachers in the rest of the school sometimes do not plan lessons well enough to ensure that higher attainers are fully challenged. For example, when pupils' books are marked written comments are not made that would help pupils improve further. Most teachers give lots of encouragement for pupils to listen carefully and nearly all concentrate well on what others are saying to them. Homework makes a satisfactory contribution to the standards being achieved but the practice is not consistent throughout the school.
65. Pupils with special educational needs make good progress because work is well matched to their ability, and their progress is monitored closely. Teachers and teaching assistants ensure that all pupils with special educational needs have every opportunity to contribute in lessons and pupils are justifiably proud of their achievements. There are no significant differences in the achievement of boys and girls or amongst the small number of pupils from minority ethnic backgrounds.
66. It is not possible to make an overall judgement about leadership and management because the subject leader has only been in post for six months. However, during that time she has worked hard to establish what needs to be done to improve standards further and is very aware of the weaknesses highlighted above. The headteacher has been pro-active in ensuring that pupil assessments are accurate and that targets are challenging. Assessment systems are very good and the thorough analysis of the results provides valuable information on how to rectify any identified deficiencies in the subject. Weaknesses in the provision are the lack of pupils' involvement in target setting and inconsistency in marking. The school has plans to rectify these issues next year.

### **Language and literacy across the curriculum**

67. Teachers link language and literacy soundly with other subjects. However, opportunities are missed for pupils to use their writing skills in religious education and in some classes there is a dearth of writing of any quality with too much emphasis placed on filling in work sheets. In the Year 4/5 class there is some well presented writing. In some classes, standards of sentence structure punctuation

and spelling are below expectations. Well presented poems written as part of a geography visit to Whitby allowed pupils to use their writing skills very well.

## **MATHEMATICS**

Provision in mathematics is **satisfactory** overall.

### **Main strengths and weaknesses**

- Pupils achieve well overall by the end of Year 6.
- Teaching is very good in the classes containing pupils from Years 5 and 6.
- A very good assessment system is in place and the information is now being used effectively.
- Higher attainers are not being suitably challenged in Years 1 to 4.
- Teachers do not always give pupils enough guidance in helping to correct their mistakes.
- Pupils enjoy mathematics but do not always present their work well.

### **Commentary**

68. Since the appointment of the current headteacher last September, a more focused and determined approach has been adopted to ensuring pupils receive an improved quality of education in mathematics. For example, better use is now being made of the data from the very good assessment procedures in place to track pupils' progress and to target groups and individuals. As a result of the action taken, pupils' achievements and standards are showing signs of improvement. This year, standards are below average in Year 2 and average in Year 6 with an above average number of pupils working at the higher level. Since the last inspection standards have declined in Years 1 and 2.
69. It is evident that pupils build knowledge, skills and understanding at the expected rate from Years 1 to 4. As a result, achievement is satisfactory across these year groups. However, the quality of teaching is better in the three classes containing pupils from Years 5 and 6 and achievement accelerates to a very good rate ensuring that pupils achieve well overall by the end of Year 6. Pupils with special educational needs achieve as well as the other pupils and there are no significant differences in the achievement of boys and girls or amongst the small number of pupils from minority ethnic backgrounds.
70. The quality of teaching and learning is satisfactory overall. There are several important strengths in the teaching of mathematics, not least the work of teaching assistants, the firm focus on the development of basic numeracy and the good opportunities provided for pupils to explain how they have arrived at an answer. Lessons usually begin with a mental starter but the pace of this activity is sometimes too slow in Years 1 to 4 and in these classes pupils are not given enough practice at the quick recall of basic number facts. A key area for improvement in these years concerns the lack of focus on ensuring that higher attainers are being sufficiently challenged. For example, from discussions with Year 2 pupils it was very clear that the above average children had the potential to achieve higher standards if given more opportunities to apply their number skills to solving problems.

71. Teaching is very good in Years 5 and 6 and pupils achieve well in these classes because teachers have high expectations for all ability groups and provide appropriately challenging work. For example, they target questions at specific pupils in order to challenge all levels of ability and promote understanding by setting their pupils problems to solve that involve using their knowledge of number and other mathematical concepts. The quality of teaching in Year 6 by the subject leader is of a particularly high standard. He provides very challenging work and gives encouraging feedback which spurs pupils on and encourages them to try their best.
72. Pupils' own knowledge of what they need to do in order to improve is at a very early stage of development. In addition, teachers' marking, apart from Year 5/6, does not indicate to pupils what they need to do next in order to improve. Though pupils enjoy mathematics and work hard, they do not always present their work well. Homework makes a satisfactory contribution to the standards being achieved but the practice is not consistent throughout the school.
73. The leadership of mathematics is satisfactory. The subject leader is an experienced teacher and has very good subject knowledge. He has monitored the quality of teaching and learning throughout the school, analysed test results and led in-service training. However, more needs to be done to ensure that all teachers have taken effective action to rectify any identified weaknesses in provision so that standards improve further. There is a satisfactory range of equipment that is readily available.

### **Mathematics across the curriculum**

74. The opportunities for pupils to consolidate and extend their mathematical skills, knowledge and understanding in other subjects are satisfactory overall. There are examples of graphs being produced in science showing, for example, the amount of water let through different materials and venn diagrams in geography to classify features of a contrasting locality. Overall, such links are adequate, but could be strengthened by, for example, pupils being given more opportunities to solve problems.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils achieve well overall by the end of Year 6.
- Teaching is very good in the classes containing pupils from Years 5 and 6.
- There is not enough emphasis placed on science investigations in Years 1 and 2.
- Effective procedures for tracking the progress of individual pupils are not in place.
- All teachers do not give sufficient information to pupils on what to do next to improve.

### **Commentary**

75. Standards for pupils in Years 2 and 6 are broadly average and this is a similar picture to that found at the time of the previous inspection. However, standards are improving. The number of pupils' working at the higher levels in science in the current Year 6 is above that found in most schools. Pupils achieve well overall by the end of Year 6. Achievement is satisfactory in Years 1 to 4 overall but speeds up in Years 5 and 6 and this boosts the progress the pupils make. Across the school

achievement is equally good for boys and girls. Pupils with special educational needs and the small number of pupils from minority ethnic backgrounds achieve as well as the other pupils.

76. Discussion with pupils in Year 6 showed that they were enthusiastic about their science teaching and learning. They felt that they had learnt a lot and improved a great deal. They had a good subject knowledge which enabled them confidently to answer questions that expected them to apply that knowledge. For example, they were asked to set up a fair test to find out which was the best washing powder. The pupils worked very well together to devise an appropriate investigation in order to successfully solve the problem. They could also suggest ways in which mixtures could be separated and showed a good understanding of the idea of forces explaining how they used Newton meters to support their work in this area. A similar discussion with Year 2 pupils indicated satisfactory subject knowledge about, for example, reversible and irreversible changes. However, the pupils needed a lot of support to articulate simply the stages of what made a test fair. In this respect standards are not as good as they were at the time of the previous inspection when it was reported that pupils in Year 2 had a sound grasp of how to carry out an investigation.
77. A survey of work and the discussions held with pupils shows that teaching and learning in science are satisfactory overall but very good in the three classes containing pupils from Years 5 and 6 where learning moves along at a very good pace. A strength of the teaching throughout the school is the relationships and respect which exists between teachers and pupils in most classes and which contributes positively to the quality of learning. In Years 1 and 2, pupils are not given enough experiences of scientific investigations and there is an over-dependence on work sheets. This limits pupils' ability to test out their ideas and record their findings in suitable ways. It also limits their opportunities to use and develop their literacy skills. In one very good lesson observed in the Year 5/6 class the pupils were investigating various materials to find the most suitable one to make a blind that would block out the light. The teacher ensured that the higher attainers were appropriately challenged by asking them questions such as "What are the safety implications of this investigation?" and "What are the limitations of your evidence?" As a result of this very good teaching pupils can not only discuss confidently processes such as prediction, fair testing and the drawing of conclusions but can apply these processes when given a problem.
78. The development of a garden area in the school grounds has been a positive focus for much learning in science. It gives pupils the first hand experience of growing and caring for plants and wildlife in general. All of these are essential skills if pupils are to be fully engaged and working productively together in their science activities.
79. The analysis of work also shows that, in most cases, the marking of pupils' work is essentially correction or praise. There are very few remarks which help pupils to make their work better although the marking of work in the Year 5/6 class was much better than other classes in this respect. This fact, allied to the fact that the pupils have no personal targets for improvement in this subject, means that they have very little idea of how to improve and what to do to reach the next National Curriculum level. Work is not always well presented.
80. The subject co-ordinator supports staff soundly and has built up resources of a satisfactory range and quality. However, there has been no recent direct monitoring

of the quality of teaching and learning in order to improve the achievements of pupils. Procedures for assessing the progress of individual pupils in this core subject are not yet effective. As a result, there is no whole-school approach to the recording of what pupils know, understand and can do in science.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **satisfactory**.

## **Main strengths and weaknesses**

- Teachers make effective use of the ICT suite to teach new skills.
- Pupils use the Internet and Intranet well for research purposes to support their learning, but more use could be made of word-processing skills as a writing tool.
- The subject leader has not yet directly observed teaching and learning.

## **Commentary**

81. Pupils in the current Year 2 and Year 6 have attained standards that meet national expectations in the subject and this represents satisfactory achievement overall. The school has maintained standards in the subject since the previous inspection. Although there are improved resources in the subject since the previous inspection, and the school now has the addition of an ICT suite, this is currently too small for whole class teaching. However, teachers use learning support staff well and make effective use of the suite by teaching small groups, so new skills are taught thoroughly and this has a positive effect on learning. Plans are in place to extend the ICT suite and this will make both teaching and learning in the subject easier to plan.
82. The quality of teaching is satisfactory overall. Teachers make satisfactory use of ICT to support learning in other subjects. For example, older pupils have learnt how to use spreadsheets for a project in mathematics and are currently preparing an ICT presentation of their recent visit to Whitby. However, there are too few computers in the Year 6 class and this limits the opportunities pupils have to practise their skills. A strength of teaching is the focus on developing pupils' skills in the use of the Internet and the Intranet as a powerful tool for research. For example, older pupils in Year 5 and 6 are currently undertaking a local history study with a focus on mining and have used the Internet to good effect to research facts about coal. Pupils do not often enough use their developing word-processing skills to write and compose directly onto the screen.
83. The subject is led and managed satisfactorily. An audit of software resources has enabled the co-ordinator to highlight shortcomings within resources for some subjects and this has been addressed. Teacher's plans are checked to ensure that pupils benefit from a broad curriculum and effective support is given to colleagues when needed. However, no formal observations of class teaching and learning have been undertaken so the co-ordinator does not have a clear enough view on the standards pupils' achieve or of the quality of teaching and learning throughout the school.

## **Information and communication technology across the curriculum**

84. This is satisfactory. Teachers make the best use of the resources and accommodation that is currently available to them to use ICT skills to support learning in other subjects. Good use is made of ICT for research and pupils are skilled at using a range of Internet sites to search for information. However, more use could be made of word-processing skills.

## **HUMANITIES**

85. Due to timetable arrangements and the focus of the inspection, provision in history and geography was sampled by looking at pupils' work and observing a small

number of lessons. In **history**, pupils develop their research skills using a good range of sources and techniques. For example, older pupils have conducted a local history study and have used primary and secondary sources, such as their own school logbooks, class registers, old photographs of the school and locality. Pupils have interviewed local people about past connections with the mining industry and this enabled them to learn from first hand accounts. Non-fiction books and the Internet are used appropriately for research. Pupils throughout the school benefit from an interesting history curriculum and teachers make effective links with other subjects to support learning, particularly in art and design, geography and literacy.

86. In **geography**, visits are used well to provide pupils of all ages with active learning experiences. Younger pupils recently visited Bridlington for the day to support their study of both history and geography. They considered geographical features of the seaside, such as a harbour, sand, rocks and cliffs, which they sorted into natural and man-made features, then compared these with features of their own locality. They have looked at local street maps to find the street where they live. Older pupils have studied weather patterns in the UK and compared these to weather patterns both in Europe and the main continents of the world. Pupils develop geographical skills as they use maps, plans and atlases to locate countries and regions. Older pupils have used mathematical skills to record a weather record over the period of a week. As in history, pupils benefit from an interesting curriculum. However, teachers place a heavy reliance on work sheets and whilst these are well-organised, they limit pupils' opportunities to present their work in different ways.

## Religious education

Provision in religious education is **satisfactory** overall.

## Main strengths and weaknesses

- The co-ordinator has clear views about how the subject should be developed.
- Opportunities for pupils to develop and use their writing skills are missed.
- Pupils do not have a satisfactory understanding of the meaning behind some religious customs.

## Commentary

87. The broadly average standards noted in the previous inspection have been maintained. By the end of Years 2 and 6, pupils have a satisfactory knowledge overall of Christianity and other faiths. However, as at the time of the previous inspection, pupils' understanding of why certain customs peculiar to world faiths are carried out is less well developed.
88. Pupils can identify religious practices and ceremonies satisfactorily. They know about the stories that Jesus told and about key events in His life. However, opportunities are missed for pupils to use their writing skills in following up work done in lessons. For example, in pupils' books there is little evidence of persuasive writing and this severely limits the opportunity for higher attainers to use and develop their skills. Tasks are sometimes limited to filling in the answers on worksheets or to drawing pictures. Discussions held with pupils demonstrate clearly that they enjoy lessons and appreciate the opportunities to find out about world religions. They are not given regular opportunities to use their ICT skills.
89. It was not possible to make any overall judgement about the quality of teaching. In one lesson seen satisfactory opportunities were provided to develop pupils' knowledge of Islamic customs. A good display of artefacts enhanced their understanding. For example, they were able to explain why Muslims have to face Mecca when praying. In another lesson



pupils were challenged to think about the attributes of a good role model and then look at people they know and do not know to see who the good role models are. Some pupils decided their parents were good role models and that athletes such as Kelly Holmes also fulfilled the criteria. The lesson was of a good quality because pupils were given time to discuss their responses and listen to others. The lesson then moved on to look at why Muhammad is a good role model to Muslims. However, opportunities are not taken to visit places of worship from world faiths other than Christianity.

90. The co-ordinator is aware of the need to improve monitoring and evaluation in the subject and carries out her duties well. She has audited resources and produced a clear action plan. A new scheme of work will be in place next term. The subject is now in a good position to improve further.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

91. Only a few lessons could be observed in art and design, design and technology, music or physical education. It was not, therefore possible to make judgements about provision in these subjects. However, looking at pupils' sketchbooks and the amount of art and design and design and technology work on display in classes and around the school enables a judgement to be made about standards and pupils' achievements in both of these subjects.
92. Standards in **art and design** are average by the end of Years 2 and 6 and pupils' achievement is satisfactory overall. These judgements are similar to those made at the time of the previous inspection.
93. Throughout the school pupils are offered an appropriate range of experiences. From Year 1 they are taught particular skills and given the opportunity to work with a widening range of art media as they move through the school. By Year 6, pupils have acquired secure skills and show appropriate imagination and originality for their age. Some of the work produced by older pupils is of a high standard. For example, during the inspection pupils in Year 6 were observed using watercolours to create landscape pictures depicting their immediate locality. The work produced showed a very good eye for detail. The teacher had very high expectations and the pupils responded well. Pupils draw inspiration from the work of famous artists such as Pollock and Mondrian. In Year 2 pupils were seen using natural objects such as stones, leaves and branches to produce their own sculptures after studying the work of Andy Goldsworthy. In this lesson good links were made with ICT as they recorded their work using a digital camera. Pupils' work is displayed with great care and sensitivity by the school and this helps pupils to take a pride in their work and strive continually to improve their composition.
94. The subject makes a valuable contribution to pupils' personal development and the quality of the learning environment. A significant strength of the provision is in the good links made with other subjects such as history.
95. As at the time of the previous inspection pupils' achievements in **design and technology** are satisfactory and standards are similar to those found in most schools. Throughout the school, pupils are provided with appropriate opportunities to design and make a range of models and products. They make sound progress overall and develop a firm knowledge of the key processes of planning, making and evaluation. They work with a range of materials and identify the sequence of the making process. There is evidence of above average standards in some classes. For example, pupils in Years 1 and 2 have looked at a variety of puppets and found

out how they had been produced before designing and making their own. The finished products were of a good quality and the pupils achieved well.

96. In art and design and design and technology the role of the subject leaders needs further development to ensure that skills and knowledge are being developed systematically as pupils move through the school. Resources are satisfactory but as yet there is no whole school approach to tracking and recording pupils' achievements and skill development as they move through the school.
97. In **music** although insufficient evidence was gathered during the inspection to judge teaching and standards, it is clear that the subject makes a very valuable contribution to the pupils' personal development and the life of the school. This was very evident in the lesson observed, in assemblies and extra-curricular activities. In one music lesson, pupils in Year 6 performed simple musical compositions well using tuned musical instruments. Every week pupils have the opportunity to use and develop their singing skills in dedicated singing lessons. Pupils of all ages sang tunefully and joyfully a wide repertoire of songs.
98. The jewel in the crown in the school's music provision is the excellent opportunity for pupils in Years 5 and 6 to play steel pans. The quality of the instruments is excellent and under the guidance of a very enthusiastic classroom assistant pupils of all attainment levels produce music of a very high quality with panache. Other pupils are given the opportunity to play woodwind instruments or violins. The music groups perform at out of school locations including local festivals.
99. The curriculum for **physical education** is planned to meet National Curriculum requirements. In one lesson seen, most pupils were able to throw and catch a ball correctly and in another they demonstrated soundly a simple sequence of actions involving moving, stretching, jumping and rolling. In addition to the physical education lessons and swimming, there is a wide range of activities to enrich the curriculum. Pupils have many opportunities to take part successfully in competitions, often with pupils from other schools. Very good use is made of the skills of a teaching assistant and of visiting sports coaches to teach, for example, rugby skills. The school benefits from extensive outdoor facilities which are used well for games and athletics.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

100. Insufficient lessons were seen to support an overall judgement on provision or teaching in personal, social and health education and citizenship. It is evident that pupils' development in this area is well provided for in all that the school does. All staff act as very good role models and help pupils to learn social conventions and how to form very good relationships and to take responsibilities for their actions. The school has implemented regular circle times in classes throughout the school. The lessons are highly valued by staff and pupils. They are used very successfully to develop pupils' personal and social skills, including those pupils who have some difficulties in their social skills. Pupils readily express their opinions in the sure knowledge that they will be listened to and their views respected. In one very good lesson the most important factor to emerge from a discussion was that "You need to share your thoughts and feelings with someone who listens and hears."
101. The school makes good provision for pupils' health education. Pupils are taught about healthy eating and lifestyles through aspects of the curriculum, particularly

science and physical education. Similarly, the school makes appropriate provision for citizenship through a range of activities such as the school council, environmental projects and collectively agreeing class codes of conduct.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i>                                          | <i>Grade</i> |
|----------------------------------------------------------------------|--------------|
| <b>The overall effectiveness of the school</b>                       | <b>4</b>     |
| How inclusive the school is                                          | 3            |
| How the school's effectiveness has changed since its last inspection | 4            |
| Value for money provided by the school                               | 4            |
| <b>Overall standards achieved</b>                                    | <b>4</b>     |
| Pupils' achievement                                                  | 3            |
| <b>Pupils' attitudes, values and other personal qualities</b>        | <b>2</b>     |
| Attendance                                                           | 3            |
| Attitudes                                                            | 2            |
| Behaviour, including the extent of exclusions                        | 2            |
| Pupils' spiritual, moral, social and cultural development            | 3            |
| <b>The quality of education provided by the school</b>               | <b>4</b>     |
| 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     | 2            |
| Accommodation and resources                                          | 4            |
| Pupils' care, welfare, health and safety                             | 4            |
| Support, advice and guidance for pupils                              | 4            |
| How well the school seeks and acts on pupils' views                  | 3            |
| The effectiveness of the school's links with parents                 | 3            |
| The quality of the school's links with the community                 | 3            |
| The school's links with other schools and colleges                   | 3            |
| <b>The leadership and management of the school</b>                   | <b>4</b>     |
| The governance of the school                                         | 4            |
| The leadership of the headteacher                                    | 2            |
| 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).*