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INSPECTION UNDER SECTION 9 OF THE
EDUCATION (SCHOOLS) ACT 1992

Wold Primary School

Wold Road
HULL
HU5 5QG

DFE No 920/2813

Date of Inspection 10th - 14th October 1994

by
Mrs M Saunders
Registered Inspector: T11957
Date: November 1994

Under OFSTED contract number 920/P4/500/652

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Introduction

The inspection was carried out under Section 9 of the Education (Schools) Act 1992. Its purpose was to report on:

- the educational standards achieved in the school
- the quality of education provided by the school
- whether the financial resources available to the school are managed efficiently;
and
- the spiritual, moral, social and cultural development of pupils in the school

The findings of the inspection will contribute to the annual report of Her Majesty's Chief Inspector of Schools to the Secretary of State

or Education

Basic information about the school

1 Name of school	Wold Primary school
Type	Primary
Status	County Maintained
Age range of pupils	3-11 years
Headteacher	Mr. M. Clark
Address of school:	Wold Primary School Wold Road Hull HU5 5QG
Telephone	0482 53259
Name and address of appropriate authority	The governing body Address as above
DFE school number	920/2813
Name of registered inspector	Mrs. M. Saunders
Dates of Inspection	10th - 14th October 1994

Intake of pupils and the area served by the school

2 The school is situated in an area of privately owned dwellings. These are favoured by first time buyers who may then stay in the area for a considerable time. Therefore the school serves a fairly stable population. Although the incidence of unemployment and one parent families has increased in recent years the socio-economic circumstances of most of the children are sound. Entitlement to a free school meal stands at 17% of the school roll which is lower than the national average of 22%.

There is a special needs unit located at the school for visually impaired pupils. These pupils are integrated into classes in the main school with support.

School data and indicators

3 Number of pupils in each year group

Year Group	Boys	Girls	Total
Nursery	54 part-time	50 part-time	52 full-time equivalent
Reception	16	11	27
Year 1	35	40	75
Year 2	47	31	69
Year 3	27	42	
Year 4	35	28	63
Year 5	22	31	53
Year 6	35	25	60
School total (excluding Nursery)	217	208	425

Pupils are admitted to the Nursery on a part-time basis and normally receive three terms of pre-school education before they transfer to a reception class. There is an intake to reception at the beginning of each term. The Nursery is suitably staffed with two teachers and two Nursery Nurses resulting in a child: adult ratio of 13:1 when the Nursery has a full roll.

The visually impaired unit accommodates five children and is staffed by three teachers who also carry out "outreach" work with visually impaired pupils in other schools for a significant proportion of the week.

Special Educational Needs

Number of pupils having statements of special educational need: 3 plus 5 visually impaired

Free School Meals

Percentage of pupils eligible for free school meals: 17%

Teachers and Classes

Full-time equivalent teachers: 20
Pupil to teacher ratio: 24:1
Teacher: class ratio: 1.18:1
Average class size: 27

Number of special support assistants
(for special educational needs): 1 + 3 for visually impaired pupils

Teaching time per week

	Hours	Minutes
Nursery	21	05
Key Stage 1	21	05
Key Stage 2	21	05

Pupil Attendance

Percentage attendance figures for each year group for the Governors' Annual Report to Parents and for the third week of the term prior to the term of the inspection.

Actual attendance	A u t h o r i s e d absence	Unauthorised absence
94%	6%	0%

The school fails to meet with statutory requirements for recording authorised and unauthorised absence.

Number of exclusions in the last 12 months

	FIXED PERIOD		PERMANENT		NUMBER FROM ETHNIC MINORITIES	
	Boys	Girls	Boys	Girls	Boys	Girls
Reception	0	0	0	0	0	0
W h o l e school	0	0	0	0	0	0
Overall Totals	0	0	0	0	0	0

National Curriculum Assessments

Most recent year's teachers assessments (TA) by subject (percentages). **Key Stage 1 1994**

Subject Level	English	Mathematics	Science
S	0	0	0
T	0	0	0
W	0	0	0
L1	10	26	13
L2	74	68	65
L3	16	6	22
L4	0	0	0

Most recent year's statutory test results (percentages)

Key Stage 1 1994 . Compared with local and national average.

Subject	English			Mathematics			Science		
Level	Sch	LEA	Eng	Sch	LEA	Eng	Sch	LEA	Eng
L1	10	27	24	26	26	23	13	14	12
L2+	90	73	76	74	74	77	87	86	88
L3+	16	19	21	6	7	9	22	16	19

Financial Information

INCOME (£)	Last full financial year 1993-1994	Current year 1994-1995 (estimated)
Balance brought forward	2,418	-11,550
Recurrent income (LMS)	556,566	623,370
Specific or special purpose grants for curriculum/staff development	5,424	4,986
Other income managed by the school; lettings, funds raised etc.	28,984	23,764
TOTAL	593,392	640,570
EXPENDITURE (£)	Last full financial year 1993-1994	Budget allocation for current year 1994-1995
Teaching staff	433,591	481,940
Other staff	82,770	86,936
Educational resources	26,416	31,230
Premises costs	53,408	44,729
Curriculum and staff development	5,731	4,986
Other expenditure	3,026	3,936
TOTAL	604,942	653,757
Total expenditure per pupil	1,268	1,370
Expenditure per pupil on educational resources	55.38	65.47

Record of the evidence base of the inspection

4 Number of lessons seen

Year	Nursery/Reception	KS1	KS2
Lessons seen	33	50	80

- 163 lessons or parts of lessons were observed by a team of six inspectors.
- Discussions were held with pupils within lessons to assess their knowledge and understanding.
- A cross-section of pupils read to the inspection team, representing approximately 20% of the school roll. Their comprehension of the books was also assessed.
- Teaching and non-teaching staff were interviewed.
- The Chair of Governors, the Governor with responsibility for Special Educational Needs and representatives of the Governing Body were interviewed.
- Registration, assembly, breaks and lunch times were observed and the pupils' entry and exit at the beginning and end of the day was also observed.
- Inspectors spoke to parents during the inspection as well as taking cognizance of discussion at the parents' meeting before the inspection and the results of the questionnaire for parents.
- Inspectors spent a total of eight working hours examining a range of work from each year group in the school. The resources for learning in each curriculum area and the use of available accommodation in the school were considered.
- Teaching plans, pupils' records and means of assessment were examined in each class. Policy documents and schemes of work were considered.
- The school's systems of financial control, budget management, strategic planning and routine administration were assessed.

Main findings

5 Pupils in the Nursery achieve standards that are average or above for the age group and appropriate for their different abilities.

6 The standards achieved in reading by pupils of average ability and below are consistently good throughout the school. This is supported by active and effective provision for Special Educational Needs.

7 The standards achieved by almost all pupils matches the national expectation or lies above it in English, Mathematics, Science and Music in KS1 and in the aspects of Geography that were observed in both Key Stages. Standards of achievement reach the national expectation for the majority of pupils in History, Design and Technology, and Physical Education. Standards in these subjects are appropriate for the abilities of almost all pupils in both Key Stages.

8 Standards achieved in English, Mathematics and Science range from below average to above average in KS2 related to the national expectation and to the ability of the pupils. Standards in Art vary from average to below in both Key Stages for age and ability and standards in Religious Education are below average throughout the school.

9 There was insufficient Information Technology in progress in the school during the inspection. This makes standards impossible to judge accurately.

10 Attendance at the school is good and the pupils are well behaved and share a positive attitude towards their work. The teachers show professional commitment and great concern for the well being of the pupils in their care. Relationships between all adults and pupils involved in the school are usually very good. The approach adopted in

KS1 and the Nursery does not enable children to learn important skills in independence in some instances.

11 The deteriorating state of classroom interiors and furnishings detracts from the quality of education. Insufficient attention has been given to a long term plan for refurbishment or the replacement of ageing resources.

12 There is no secure means of monitoring the curriculum at present and the method of curriculum planning and assessing pupils' progress to ensure continuity and progression is underdeveloped. This results in significant inconsistencies in the quality of education that individual pupils receive.

13 There is a potentially useful system of strategic planning but the roles and responsibilities of staff are too briefly defined. This results in sporadic development whereby an action may be agreed but not fully implemented.

14 Daily administration is a sound support. The Governing Body are actively involved in the finances of the school and also contribute effectively to the quality of school life.

15 A significant amount of teaching time is lost during the school week. Whilst the social and communal benefits of assemblies are laudable, the negative effect upon the curriculum of spending too long in the hall is considerable. This combines with imprecise curriculum planning to result in sketchy coverage of subjects which may lack breadth and balance.

16 The spiritual, moral, social and cultural development of the pupils is effective, though it lacks cohesion and planning. Accepting responsibility is developed more successfully in KS2. Assemblies foster community spirit and extra-curricular activities and outside interests are encouraged. The integration of visually impaired pupils enhances pupils' awareness of, and empathy with, disability. The "Say my name, take my hand" slogan is a positive feature of school life.

Key Issues for action

17 The Governors, Headteacher and staff should maintain the good relationships and trust established between pupils, staff, parents and the community. They should work together and seeking the advice of the L.E.A. to:

- establish a system of curriculum monitoring linked to strategic planning that contains objectives and time scales and that is based on thorough analysis of need. This should involve the Governing Body within the monitoring role and should include a review of the roles and responsibilities of coordinators and the senior management team;
- review the system of curriculum planning fully at every stage. The review should ensure that the curriculum meets statutory requirements in every subject and that provision is broad and balanced. A similar time allocation to subjects within year groups should be ensured. Issues of continuity and progression in pupils' work should be addressed through a cycle of assessment and planning that includes learning objectives. A common planning format should be firmly established throughout the school with stated minimum requirements;
- ensure the school meets statutory requirements for collective

worship in KS2. Procedures for registration fail to provide a system for recording unauthorised absence which is also a statutory requirement. These matters must be addressed immediately;

- increase the teaching time in KS2 to at least the recommended minimum. Consideration should be given to this and to the use of time in the school day with particular reference to the length of assemblies throughout the school week;
- establish a programme for refurbishment and the renewal of resources linked to a long term development plan of three to five years duration. The financial situation of the school must continue to be monitored very carefully to ensure that the current overspend does not increase significantly.

Standards and quality

Standards of Achievement

18 Standards of achievement in the Nursery are generally average or above for the age group and the abilities of the pupils.

19 Achievement in KS1 is as follows:

Standards in English, Mathematics, Science, Geography and Music are average or above in relation to national expectation and for the ability of the majority of pupils. Standards achieved in History, Design and Technology and Physical Education are average related to the national expectation and for the abilities of the majority of pupils. Achievement in Art varies from above average to below average and achievement is below average in Religious Education for age and ability.

20 Standards achieved in KS2 are as follows:

Achievement in English and Science varies from above average to below average within and between year groups related to national expectation and ability of pupils. Standards in Mathematics and Art vary from average to below average. Achievement in History, Geography, Design and Technology and Music is average or above for age and for the ability of most pupils. Achievement in Physical Education is average. Achievement in Religious Education is below average.

21 Although achievement is appropriate for the ability of most pupils there is insufficient challenge for the most able in many lessons.

22 The results of national standard tests in Y2 compare favourably with the national picture. The school is effective in teaching most pupils English, Mathematics and Science up to Y2, though achievement could be higher for more able pupils: the incidence of pupils achieving Level 3 in English and Mathematics is below the national average in these tests. However, very few pupils remain at Level 1 and none fall below it. This is to be commended.

23 Standards of reading are good overall in KS1 and sound in KS2 where pupils do not always have well-developed reference skills when using dictionaries or factual texts. Presentation of work is usually sound and there is a new approach to teaching handwriting which is not consistent in standard in KS2. Standards in speaking and listening are usually good but opportunities to develop these important skills during R.E. lessons are unexploited. Number skills are insufficiently developed through the wider curriculum. A very limited range of Information Technology skills were observed during the inspection.

Quality of Learning

24 The quality of learning is good in 31% of lessons seen, sound in a further 51% and unsatisfactory in 18%. Pupils generally make better progress in KS1 in terms of gaining knowledge. Progress in knowledge is inconsistent in some classes in years four, five and six.

25 Pupils' learning skills are usually sound. Most can communicate information in various ways and make a simple evaluation of what they have done. The use of reference books and carrying out investigations are under-developed in KS2. Skills to enable pupils to be independent are under-developed throughout KS1 and in the Nursery.

26 Pupils have very good attitudes towards their learning. They will persevere and show an active interest in their work in the majority of lessons. This enhances their competence as learners in both Key Stages.

Efficiency of the School

27 The school overspent by £11,550 in the last financial year. An overspend is expected in the forthcoming year. The Governors are active in monitoring overall financial expenditure and show an awareness of the need to take extreme caution in the current circumstances. There are plans to rectify the overspend in the future. The finances of the school are supported by a very extensive School Fund accrued from the generous donations of parents and the joint efforts of parents, staff and the account holder in recent years.

28 The annual strategic plan is discussed by staff and Governors before approval by the whole Governing Body. The plan contains potentially useful developments but the link between it and expenditure is insufficiently precise. Objectives and responsibilities are not clearly defined and consequently the pace of development may be slow or inconsistent.

29 The school has not received an audit since 1989. Financial reconciliation is carried out by the administrative staff using Information Technology and a manual back-up system. This is administered thoroughly and includes safety mechanisms to avoid invalid or repeated payments.

30 Staff are appropriately deployed but the roles and responsibilities of senior teaching staff require review to ensure that the curriculum is monitored effectively. There is a considerable variation in the amount of time given to different subjects within and between year groups. Teaching time is lost during regular long assemblies.

31 Cost effectiveness is attempted by seeking value for money in purchases. Some staff are considering the results of pilot tests in KS2 and analysing the implications for the school. This information should be considered fully on a planned basis with regard to future curriculum and staff development.

32 The school gives reasonable value for money but caution must continue during the remains of this financial year and future priorities require further analysis.

Pupils' personal development and behaviour

Pupils' spiritual, moral, social and cultural development

33 The spiritual, moral, social and cultural development of pupils is promoted well. The school is a caring and supportive community where individuals feel secure and are respected and valued. Relationships are good amongst pupils and adults. Pupils care for each other and in particular for the visually impaired children. Independence is fostered in KS2 where pupils are encouraged to become self-reliant.

34 Social and cultural development is enhanced through extra-curricular activities, educational visits and visitors from the local community. The outside interests of pupils are valued.

35 Assemblies are too long but they make a positive contribution to school life and provide spiritual uplifting through enthusiastic singing. Pupils' achievements are celebrated in a weekly merit assembly. Assemblies fulfil requirements for collective worship but do not meet statutory requirements fully because there is no assembly for KS2 pupils on Tuesday. Opportunities for reflection and discussion are not always exploited in some classes.

Behaviour and discipline

36 Standards of behaviour and discipline are good. The teachers and pupils work well together in a caring atmosphere. The pupils are polite, helpful and friendly. They are generally attentive in class. Teachers make their expectations clear and there is mutual respect which has a positive effect on the quality of learning. The staff work hard to develop pupils' self esteem and use a reward system judiciously. Sanctions are used if required. The school is alert to the problem of bullying and endeavours to eradicate it.

Attendance

37 Attendance is good and pupils are punctual in arriving at school. Recording reasons for absence is not consistent and there is no adequate means of identifying authorised and unauthorised absence. This fails to meet statutory requirements.

Subjects of the curriculum and other curriculum provision

English

38 Standards of achievement are average or above for pupils' age and ability in KS1. They range from above average to below average in KS2.

39 Standards in speaking and listening are at least sound in most instances. Pupils are confident speakers and listen attentively. They take part in role play, evaluation and debate.

40 Reading is a priority in the school. Pupils develop a range of reading skills, particularly in KS1. The reading scheme is comprehensive and meets the needs of a range of abilities. Pupils in KS2 read regularly and value books but their abilities to make inferences from a story or to consult a dictionary are often under-developed. Over reliance on one aspect of the scheme (sight vocabulary) may impede the achievement of young, able pupils. Older able pupils may be expected to read certain prescribed texts which do not interest them or enhance their skills.

41 Writing in KS1 is average to good. There is clear progression and mastery of skills in handwriting and punctuation. The pupils write for different purposes and present their work neatly. Writing in KS2 is usually average. Although pupils plan their work, skills in redrafting to improve style and structure are under-developed. Grammar, handwriting and presentation show progression but do not develop consistently in different classes.

42 The quality of learning is sound, with pupils working hard to develop their skills. They concentrate on their work and are usually well motivated. This is enhanced by the opportunity to contribute to published anthologies and displays of work in the community.

43 Most teaching is sound but there is some variation from good to unsatisfactory across the school. Most teachers are knowledgeable and

confident in this subject. Pupils' ability may be under-estimated in some classes. The importance of the subject is recognised by the appointment of a team of coordinators with experience in both Key Stages.

44 Standardised tests are used to check progress. These results, KS1 test results, and those of pilot KS2 tests, could form a useful basis for identifying future priorities for development.

Mathematics

45 Standards of achievement are sound related to national expectation and pupil ability in most lessons. A commercial scheme is used in addition to mathematical topics. There is adequate coverage of the National Curriculum but the use and application of mathematics is under-developed(AT1). The coordinator has strategies to overcome this in the long term.

46 Learning is usually at least sound but in some instances the pace of work is slow and pupils are insufficiently challenged by their work. More investigative mathematics would assist able pupils in fulfilling their potential.

47 Teaching is frequently good in KS1 but varies from sound to unsatisfactory in KS2. The tasks do not match the ability of the pupils in some lessons. Best practice was seen when the teacher defined the learning outcomes and explained this to the children. Such lessons are well organised with appropriate tasks for different ability groups.

48 The subject is coordinated by a team who function well. There is a good policy and scheme of work, introduced with appropriate staff training. A full audit of resources has identified future needs and enabled funds to be more effectively spent. The coordinators require the opportunity to monitor classroom practice if the scheme of work is to be implemented consistently.

49 Various forms of assessment take place regularly including the use of standardised tests. There is a portfolio of assessed work in production. A more stringent analysis of these results would be beneficial.

Science

50 Pupils achieve standards that are average or above for age and ability in KS1. The pattern of achievement is variable at KS2 where there is achievement at or above national expectation amongst younger pupils and below the national expectation in older year groups. This results in below average achievement for pupils' abilities overall.

51 Teaching and learning in KS1 is good, with some outstanding features including investigations and work that is imaginatively presented by the teacher. Within KS2, younger pupils learn effectively but older pupils may be superficially involved and lack interest. Skills in investigation are underdeveloped. Teaching lacks challenge in some older classes, the pace of work is slow and the tasks are frequently not matched to the range of ability in the class.

52 Assessment is beginning to develop but the overall plan for addressing the subject is not coherent and relies too heavily on a record of past coverage rather than planning ahead. Consequently, pupils in KS2 do not receive a curriculum of sufficient breadth to meet statutory requirements.

53 Recent opportunities for the coordinator to support staff has been useful in developing confidence and subject knowledge in other teachers.

TECHNOLOGY

a) Design and Technology

54 Standards of achievement reach national expectations in most classes observed. Pupils in KS1 achieve standards commensurate with their abilities with some variation. There may be too few opportunities to plan and evaluate work within low level tasks in some classes. Past evidence suggests that there elements of better achievement throughout the year. Pupils in KS2 achieve at or beyond their ability in the lessons observed.

55 Learning is sound in KS1 when pupils understand the need to plan their work and function diligently and cooperatively. It is unsatisfactory when over reliance on an adult is encouraged. Learning has many good features in KS2. Pupils were seen researching in books to make a prototype board game for modification purposes and making simple moving models.

56 Teaching varies from sound to unsatisfactory in KS1. Sometimes expectations are too low and pupils receive insufficient guidance or feedback. Teaching observed in KS2 ranged from sound to good. Activities are open-ended, the pace is brisk and teachers have high expectations.

57 There is no consistent approach to planning and assessment and the coordinator is unable to monitor provision. There is a useful policy outlining available resources and design ideas but the school needs to ensure coverage of the Programmes of Study with due regard to Attainment Targets one and two (Identifying needs and opportunities, Generating a design).

b) Information Technology

58 There is insufficient evidence to make a judgement about standards achieved. Where IT was seen it took the form of simple exercises and word processing which did not challenge the pupils. Other evidence suggests that control technology is used in KS1 but this has not developed throughout the school. Pupils who did use computers displayed adequate keyboard and operational skills.

59 Resources are adequate and there will soon be a computer in every classroom. A range of software is available but some teachers are not confident in using it. The coordinator has organised lunchtime workshops and produced a policy document. This needs evaluating with opportunities to monitor and develop the subject across the school. The school is not fulfilling National Curriculum requirements from the evidence seen.

History

60 Standards achieved in KS1 are average for age and ability. Within KS2 standards are average for age and average or above for pupils' abilities.

61 History is developed through topic work in KS1 where pupils develop an awareness of the passage of time through sequencing activities and by making timelines. Work is enhanced by the use of personal artefacts. Work in KS2 is planned across the year groups to meet National Curriculum requirements. The pupils show a range of historical skills including the ability to identify differences between past and present times, and cause and effect. They are able to make deductions from various sources. Work related to the interpretation of history is less well developed.

62 The quality of learning and teaching is often good. The pupils are attentive and sustain concentration. They show a great interest in the subject and share positive attitudes. Teachers have sound knowledge of

the work to be covered and the most effective teaching achieves a balance between providing knowledge and generating thought provoking discussion.

63 The history coordinator has made a good start by collecting and cataloguing resources linked to the study units. Efficient use is made of the Museum and library loan services.

Geography

64 There was little geography within the school's planning during the inspection. It is unclear whether sufficient time is given to the subject and thus it is not possible to make a judgement about the quality of teaching or learning.

65 Available evidence indicates that geography is incorporated in topic work in KS1 and as part of a topic or as a discrete subject in KS2. Standards in the work seen met national expectations. Discussion with pupils indicated that they had an appropriate knowledge and basic mapping skills. The geography Attainment Targets are addressed but lack of rigour in curriculum planning makes it uncertain whether the Programmes of Study are fully covered. This haphazard approach impedes progression and continuity across the school.

66 The coordinator is keen to develop the subject and has enlisted L.E.A. support to develop a scheme of work. The coordinator will soon take an intensive course and hopes to monitor provision in classes. The policy will be updated in the New Year following the National Curriculum review and a wide range of resources are developing.

Art

67 Standards of achievement vary from average to below for the age and ability of pupils in both Key Stages. Pupils represent what they observe, remember and imagine but their skills are under-developed. Opportunities to experiment are often pre-empted by the provision of a narrow range of materials that are laid out ready for the pupils to use. Discussion with teachers and pupils indicates that the study of artists is a fairly frequent aspect of the work.

68 The quality of learning is largely unsatisfactory, though some pupils in years one and three are developing better observation skills. Some pupils in the upper region of KS2 are beginning to develop a knowledge of the history of art. These improvements are erratic. Insufficient attention is given to the use of art to enhance spiritual development though the environment is enhanced with attractive displays of work.

69 There is an attempt to provide a variety of artistic experiences. Best practice involves opportunities for careful observation, well supported by sensitive intervention from the teacher. Teaching is unsatisfactory where pupils are given few opportunities for choice and expectations are low. There is insufficient stimulation provided in some lessons to inspire the pupils.

70 The coordinator has a good subject knowledge. There is an awareness of the many elements in need of development in the school and the quality of teaching provides a good example for others. The Headteacher teaches clay work. This is a valuable addition to the activities provided. Attention needs to be given to ensuring that this forms part of a cohesive plan for the development of art throughout the school.

Music

71 Standards of achievement are at national expectations throughout the school. Pupils achieve standards commensurate with their abilities and higher. They can use instruments and their voices appropriately.

72 The few lessons observed at KS1 indicated that learning is sound

with some good features. Pupils are responsive and enthusiastic, memorise songs well and display a sound knowledge of rhythm and pace. Learning in KS2 is sound with many good features. Pupils were observed composing and practicing a piece of expressive music in a group using a variety of instruments.

73 Teaching is at least sound in KS1 where praise is used to good effect and large groups are organised effectively. Teaching is often good in KS2 where teachers are knowledgeable, keep a good pace to the work and support pupils' performances positively.

74 Music features in reports to parents but assessment has not yet been addressed. There is no cohesive approach to planning resulting in a lack of continuity and progression. The coordinator is knowledgeable and intends to extend the music modules in KS1 throughout the school in liaison with other schools in the cluster.

75 Resources for music are good including a range of instruments and suitable use of T.V. and radio programmes. Many pupils receive instrument tuition from the peripatetic service and the school boasts a steel band, a choir, a seasonal orchestra and guitar and recorder groups.

Physical Education

76 Standards of achievement in relation to national expectation and pupils' abilities are average in both Key Stages.

77 Pupils develop control and skill in gymnastics both in floor work and on large apparatus. Pupils respond with a variety of movements to the stimulus provided in dance. Games encourages the ability to act as a member of the team and the development of strategy. Swimming and ice skating take place in years four and six respectively. Athletics skills feature in the summer term and outdoor and adventurous activities are to be developed in the near future. There is a range of extra curricular activities provided by the staff and parents.

78 The quality of learning and teaching is sound or better. The pupils have a positive attitude and work with diligence. They build on previous skill and knowledge and move in a controlled, safe manner. Teachers observed have good class control and pay attention to safety. The purpose of the lesson is clear and this reflects in instructions to the pupils. Most lessons are well structured with a suitable pace.

79 The subject coordinator is developing a cohesive approach in the school and resources are adequate.

Religious Education

80 Standards of achievement in KS1 are at national expectation or below it and average or below for ability. Standards in KS2 are below national expectation for the majority of pupils. A significant minority of pupils do not fulfil their potential where low level tasks and expectations do not give them opportunities to develop their understanding of religious concepts.

81 The quality of learning ranges from sound to unsatisfactory throughout the school. There are too few opportunities for reflection and pupils have difficulty in understanding their own and other's beliefs.

82 Teaching varies from sound to unsatisfactory in KS1 and is unsatisfactory in KS2. Planning does not make sufficient reference to the L.E.A. Agreed Syllabus and teachers are not confident with the subject. Lessons often lack a specific religious focus.

83 Learning experiences are fragmented because the planning lacks coherence. The small allocation of time to R.E. makes it difficult to determine whether the Programmes of Study are being fulfilled. The

policy provides little practical support and resources are unsatisfactory. The coordinator has recently undertaken the role and requires training and an opportunity to monitor and develop practice.

Curriculum Provision for the Under Fives

84 Standards achieved in the Nursery are average or above for pupils age and ability in 82% of lessons seen. Pupils are competent in speaking and listening and interact socially during the activities provided, responding positively to each other and to adults. They make progress in early skills in drawing and writing, though pencil grip and correct letter formation require attention to avoid the development of bad habits. They receive regular opportunities to develop physical skills using outdoor play apparatus. Pupils can sort, match and count and show a good understanding of pattern. They are encouraged to look closely at nature and to use constructional toys. Painting is a regular feature of their experience.

85 The quality of learning is good or sound in 76% of lessons. Pupils feel secure and show interest in what they are doing. Learning is unsatisfactory when pupils are over reliant on adults for equipment or for guidance in the task.

86 The quality of teaching is at least sound in 65% of lessons. Adults have a clear purpose for these activities and ask questions to extend the pupils' understanding. Care is taken to ensure the children are happy and secure. Less satisfactory teaching occurs where Nursery routines detract from the purpose of the activity or where an adult imposes ways of working upon the pupils, reducing their independence and creativity.

87 The staff have formed positive working relationships. The change in staff at Christmas, and possible further changes, will not support effective development in this important area of the school.

88 Resources are generally good but opportunities to create a full and stimulating environment are under-used. The Nursery is very tidy but equipment is not generally stored in a manner that enables pupils to find it for themselves. Displays and objects of interest at child height are infrequent.

Factors contributing to these findings

Quality of teaching

89 The quality of teaching is sound in 48% of lessons and good in a further 27%. The best practice includes precise planning by staff who have a good knowledge of the subject and of the pupils. Such lessons have a brisk pace and attempts are made to meet the needs of different ability groups. Expectations of pupils are high and learning resources and classroom helpers are employed judiciously. Questioning is used to develop pupils' understanding and a variety of teaching styles are used depending on the purpose of the lesson.

90 Teaching was unsatisfactory in 25% of lessons seen, the majority of which were in KS2. Unsatisfactory practice occurs where planning is very general and there is little or no attempt to meet the needs of different abilities in the class. More able pupils may be particularly disadvantaged in such circumstances. The National Curriculum requirements may not be fully understood and the pace of work is slow. Pupils remain well behaved in such circumstances but their motivation and rate of achievement is low.

91 The cycle of curriculum planning and assessment is a particular concern. The system in use is too general to ensure a broad and balanced curriculum and does not safeguard continuity and progression in pupils' learning. Several teachers show an awareness of this and are developing a variety of individual planning systems to overcome it. Consequently, there is insufficient cohesion in planning within many year groups and between year groups.

Assessment recording and reporting

92 There is no common structure to assessment at either Key Stage and too little co-ordination between groups and individual staff. Work is marked in a variety of ways and records sometimes confuse achievement with work covered. Samples of work are not retained in a consistent or useful manner. The purposes of assessment are not often shared with pupils, denying them a valuable learning opportunity. Consequently the school is not meeting its aim that assessment should contribute to planning.

93 There are elements of better practice developing but these are inconsistent. School portfolios of work as an example of National Curriculum levels achieved are in progress but incomplete. A more cohesive system of assessment is developing in Mathematics and the Nursery has a system for assessing and recording early learning skills. The school complied with legal requirements for statutory assessments in KS1 in 1994 and reports meet legal requirements.

94 The coordinator is aware of the issues to address but will require opportunities to develop a cohesive approach defined objectively in the school's strategic plan.

The Curriculum

Quality and range of the curriculum

95 All the National Curriculum subjects and Religious Education are taught but with various degrees of success. The school is failing to meet statutory requirements in Design and Technology, Information Technology and Religious Education throughout the school. Science and Geography do not meet statutory requirements in KS2. The balance between and within subjects requires review in order to address the National Curriculum effectively.

96 Present curriculum development does not provide an effective system for review. Some curriculum coordinators are working hard to develop and monitor their own subjects but this does not form part of a cohesive school policy. There is a general awareness that this is required which reflects in some recent initiatives in mathematics, science and music. The Governing Body has little involvement in curriculum matters but recognises this deficiency.

97 Curriculum planning varies in standard and detail. The long term plan is very brief and is not supported by detailed schemes of work other than in a minority of subjects. Medium term plans are brief in many cases and do not always include references to the Programmes of Study or Attainment Targets. These develop from a record of coverage passed from class to class. Such a retrospective system will not necessarily support curriculum breadth and balance and becomes increasingly complex in the upper years of KS2. Short term plans consist of brief statements describing the activities in many instances. Learning objectives are rarely identified and in some cases neither Attainment Targets nor expected levels of achievement are included.

98 The school needs to create a common approach to planning that will

ensure continuity, progression, balance and breadth. Short term plans should contain learning objectives derived from an assessment of pupils' achievement.

99 A significant amount of teaching time is lost through lengthy assemblies during the week. This creates an extra pressure on the time available to fulfil the pupils' entitlement to the National Curriculum and Religious Education. There is an extensive variation between classes in terms of the time spent on different subjects, including the core subjects of English, Mathematics and Science.

100 The provision of homework in some classes is having a beneficial effect on standards achieved by the pupils, especially where the purpose is clearly explained to parents. Extra curricular activities enhance the curriculum, particularly in sport and music.

Equality of opportunity

101 The school has an equal opportunities policy that is coordinated by the Headteacher and supported effectively by the staff. Boys and girls have equal access to the curriculum and extra-curricular activities though pupils are sometimes separated by gender for no apparent reason in the Nursery. Pupils with special needs, including those with visual impairment, are fully integrated, suffer no stigma and receive the full curriculum.

102 Pupils from ethnic minorities and minority religions receive suitable care and support but there are few resources available to encourage all pupils in developing a knowledge of these diversities. More able pupils may not achieve their academic potential in some classes where extension activities are not provided.

103 The Nursery admits on a termly basis and morning and afternoon sessions are different in duration and content. Pupils who do not fall into the expected pattern of one afternoon term and two morning terms are therefore disadvantaged. This requires consideration in the future.

Provision for pupils with special educational needs

104 The integration of the visually-impaired pupils from the located unit is an asset to the quality of education in the school. Pupils make good academic progress and the social importance of integration is recognised. Teaching is carefully planned and matched to the individual needs of the pupil. Close working relationships are developing between main school and unit-based staff and attitudes are positive. The children adopt a very positive attitude towards each other.

105 Special needs in the main school is managed by a team including a full-time support teacher. A new policy reflects the "Code of Practice 1993" and issues relating to pupils with statements and referrals to the L.E.A. support services are dealt with as smoothly as possible.

106 The school has made a considerable financial investment in support for special needs and this is having good results. Support is provided in class or on a withdrawal basis with no stigma attached. Pupils make good progress and attempts are made to ensure they receive a broad curriculum. Planning and record keeping are meticulous and include precise learning objectives and detailed plans for each child. There is a very positive attitude towards pupils with special needs and active involvement with their parents. Relationships with class teachers are good but the work is not followed up in some classrooms.

107 The governor with responsibility for special needs has a sound knowledge of the work in the school and is available if required.

Management and Administration

108 The school shares a sweeping sense of purpose through an annual strategic plan. This derives from a briefer School Development Plan predicting areas to consider over a two year cycle that expires in the current year. Although the annual plan employs performance indicators, it does not adequately identify precise objectives, strategies and deadlines, nor does it include a satisfactory system for monitoring and review. Consequently, development is unsystematic and may be inconsistent, with the exception of recent work in mathematics and music.

109 Relationships between teaching and non-teaching staff, Governors and the Headteacher are positive and supportive and based on trust. The atmosphere of trust extends to the children. Most parents find the school very approachable. Routine administration is an effective and unobtrusive support to school life.

110 The concept of evaluating the school is at an early stage of development. Whilst trust is extremely important, a more rigorous approach to auditing needs, prioritising areas for development, and means of monitoring and evaluation is required. A review of the roles of the senior management team within this process and a clear definition of what is expected of coordinators is needed. Careful consideration must be given to Nursery staffing changes as part of a strategic development plan for the early years.

111 The trusting approach to management must be underpinned by sufficient structure to ensure that development is consistent and adequately linked to finances. Developments must take place at a pace that will enable the school to comply fully with its stated aims.

Resources and their management

Teaching and non-teaching staff

112 The teaching staff are suitably qualified and reflect a variety of experience. Most staff have had recent in-service training outside school but this does not refer closely enough to priorities in the school's strategic plan. A proforma exists for dissemination of information from courses but practice is patchy and good opportunities for development may be missed.

113 Some specialist teaching takes place in Y5/6 which could develop to good effect if a coherent system of curriculum planning is put in place.

114 There is an attempt to match subject roles to qualifications and interests but the roles of staff are under-developed, because job descriptions are extremely brief.

115 The appraisal cycle is in process. Staff are hard-working and engage in many extra curricular activities. Relationships are good between staff and pupils and between parents and staff for the most part.

116 There is sufficient non-teaching support but too much time may be spent on preparing materials for children which increases their dependency on adults.

Resources for learning

117 Resources are adequate in all subjects except R.E.. The stock of musical instruments and science equipment is particularly good. Audio-visual aids are well-used but computers may remain unused for long periods.

118 The library is a multi-purpose thoroughfare and may not be conducive to learning. There are many worn non-fiction books and the number, content and range available is not adequate though the fiction library is good and is well used by classes during the week.

119 Coordinators make requests for resources through the Headteacher and spending is not always linked to school priorities with sufficient precision.

Accommodation

120 The spacious grounds are litter free and well maintained and the reception area is decorated attractively with pupils' work. Displays are lively and colourful throughout the school.

121 The school is clean but storage areas and some classrooms are untidy. Internal decor is often drab and paint is peeling from the walls in many classrooms. There were several cracked and taped windows in evidence. Although staff and pupils take care of fixtures and fittings, the furniture in many classrooms is in poor condition and there is no rolling programme for refurbishment.

122 Part of the site is used by the Youth Service. The premises are in active use by the community after hours and relationships with parents are promoted through initiatives such as mother and toddler groups in the parents' room.

Pupils' Welfare and Guidance

123 Safety in school, on the roads and in the home is a frequent theme in class. Safety in school is monitored by representatives of the staff and the Governors. There is a trained First Aider on the premises and accidents are dealt with promptly.

124 Class teachers carry out their duty of care with diligence and sensitivity. Problems are recognised early and parents are consulted when necessary. Informal contact between home and school enhances this approach.

125 The school follows the L.E.A. guide on Child Protection. Staff awareness of procedure lacks consistency. Sex education is treated as part of the general curriculum. The concern of some parents regarding the suitability of a sex education video in Y5/6 has been recognised and satisfactory arrangements have been made for parental choice in the matter in the future.

Links with parents, agencies and other institutions

126 Parental involvement in the school is excellent and there are a variety of initiatives including an induction system for new parents and provision of a pre-school pack of activities for children. Pre-school children are made to feel part of the school and retain the habit of coming into school freely. Over seventy parents help in school regularly and are a considerable asset. Some parents discover their own potential through this process and take steps for their own development.

127 The Friends of Wold raise significant sums to support educational need and social occasions are well attended. The monthly newsletter is

highly valued.

128 Involvement with the community is extensive. The visit by a local policeman during the inspection raised the pupils' awareness of life outside school. The school provides opportunities for student teachers, B.Tec. students, and Secondary pupils on work experience.

129 There are sound links within the cluster of Primary and Secondary schools and attempts are made to make transfer at the age of eleven as smooth as possible.