

Addendum

Middleton Primary School

URN 107953

Dates of Inspection:

11th – 14th October 1999

On page 47, Data and Indicators, the number of pupils on school's register of SEN for the Nursery should read 11.

Education support staff (Nursery), should read 2.5.

INSPECTION REPORT

Middleton Primary School
Leeds

LEA area : Leeds

Unique Reference Number : 107953

Headteacher : Mr S J Forster

Reporting inspector : Mrs B Walker
1530

Dates of inspection : 11th – 14th October 1999

Under OFSTED contract number: 706892

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

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INFORMATION ABOUT THE SCHOOL

Type of school :	Primary
Type of control :	County
Age range of pupils :	3 - 11
Gender of pupils :	Mixed
School address :	Middleton Park Avenue Leeds LS10 4HU
Telephone number :	0113-271 7969
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Appropriate authority :	Governing Body
Name of chair of governors :	Mr D Nagle
Date of previous inspection :	January 1996

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		Teaching
		Leadership and Management
		The Efficiency of the School
Mrs J Madden, Lay Inspector		Attitudes, Behaviour and Personal Development
		Attendance
		Pupils' Spiritual, Moral, Social and Cultural Development
		Partnership with Parents and the Community
Mrs J Cox, Team Inspector	Special Educational Needs	The Curriculum and Assessment
	The Special Educational Needs Unit	
Mr G Longton, Team Inspector	Science	Staffing, Accommodation and Learning Resources
	Geography	
Mrs C Cressey, Team Inspector	Equal Opportunities	
	Under Fives	
	History	
Mrs A Lawson, Team Inspector	English	
	Physical Education	
Mrs J Mitchell, Team Inspector	Mathematics	
	Design and Technology	
	Information Technology	
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The Registrar, The Office for Standards in Education
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London WC2B 6SE

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MAIN FINDINGS

What the school does well

- Attainment in the core subjects is currently improving.
- Progress overall is good for pupils of all abilities, including those with special educational needs.
- Provision for children under five years of age is very good in all aspects.
- Provision for pupils with special educational needs is very good in all aspects.
- The curriculum is good overall and offers a high level of interest for the pupils.
- Assessment procedures are good in both key stages, particularly in the core subjects.
- Teaching is very good in English, mathematics and the early years and is good overall.
- Management is very good overall.
- The role of the curriculum co-ordinators is well understood.
- Provision for the support, guidance and welfare of all pupils is very good.
- Provision for monitoring and promoting good behaviour is excellent and pupils' behaviour is very good.
- All relationships are very good.
- Provision for pupils' moral development is excellent.
- Provision for extra curricular activities, including sport, is very good.
- The match of the qualifications and experience of all staff to the needs of the school is very good.
- The arrangements for the professional development of all staff are very good.
- The accommodation is very appropriate for the delivery of the curriculum.
- The school's arrangements for the efficient use of staff, funds and resources are very good.
- The co-ordination and teamwork are very good.

Where the school has weaknesses

- I. Attainment in speaking and listening is unsatisfactory, especially in Key Stage 1.
- II. Attainment in writing is unsatisfactory.
- III. Presentation of work by pupils is unsatisfactory.
- IV. Attainment and progress in information technology are unsatisfactory.
- V. Attainment in religious education is unsatisfactory.
- VI. Progress in design and technology is unsatisfactory.
- VII. The provision for collective worship is too variable.
- VIII. The lunch time supervisors have had no training to help them to be more effective in their work.

The school has far more strengths than weaknesses. However, the weaknesses will form the basis of a governors' Action Plan which will be circulated to all parents and carers of pupils at the school.

How the school has improved since the last inspection

The school has made a satisfactory response to the issues raised in the last inspection: -

- I. The analysis of needs undertaken by the co-ordinator for mathematics has identified a clear way forward for this subject. The school has developed mental arithmetic activities on a regular basis prior to developing its effective Numeracy Strategy. The school staff have recently trained together to provide for the new requirements for the provision of numeracy. Work in classrooms is leading to progress in pupils' learning.
- II. The school has raised standards of writing to some extent in Key Stage 2. The recently appointed co-ordinator for literacy has analysed the school's work accurately to identify a clear way forward linked to the Literacy Hour. As a result, the school now has a clear development plan priority to raise writing standards in all parts of the school.
- III. The provision for both information technology and design technology is unsatisfactory. Planning and systems are in place for information technology. Resources for information technology are insufficient.
- IV. The school now plans its religious education in accordance with the locally Agreed Syllabus. These plans are carried out successfully in Key Stage 1, but teachers in Key Stage 2 have insufficient depth of subject knowledge.
- V. Teaching in Key Stage 2 is now consistently satisfactory or better, with a third being very good or excellent.
- VI. The school has maintained and further developed its positive ethos, its concern for the welfare of its pupils and its provision for pupils with special educational needs. Provision in all of these areas is very good. There is more careful attention to academic progress than previously. The school fulfils its aims well.

The school has made satisfactory progress in relation to the key issues of the last inspection, as in addition to the developments noted here there have been planned developments in management roles; the assessment skills of staff; the employment and training of a number a special educational needs assistants and classroom assistants; very effective developments in the school's provision to help pupils behave well; preparation for and application of the Literacy Strategy and the Numeracy Strategy; the implementation of effective whole school assessment practices and the development of successful monitoring procedures. When all of these new initiatives are taken together with the response to the previous key issues, the school has made good overall progress over the last four years. With the very effective strategic management which is being applied in the school, there is also very good capacity for further improvement.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	

--

The table above shows that the school's results are very low in relation to the national averages for English and mathematics, well below the national average in science, and well below the average for schools which have similar characteristics, in English and mathematics at the end of Key Stage 2. The result for science at the end of Key Stage 2 matches the average for similar schools, but is well below the national average. Pupils entering the school at five years of age show levels of attainment which are well below those expected nationally for pupils of this age group. The results for the national assessment at the end of Key Stage 2 in 1999 show some improvement on the 1998 results. This is an indicator that the school is improving. Attainment in information technology is in line with national expectations in Key Stage 1 and below them in Key Stage 2. Attainment in religious education is below the expectations of the locally Agreed Syllabus in Key Stage 1 and well below them in Key Stage 2. Progress in the foundation subjects is good in history, satisfactory in geography, art and physical education in both key stages and music in Key Stage 1. Progress in design and technology is unsatisfactory in both key stages. Progress in music at Key Stage 2 could not be judged. The progress of pupils with special educational needs is good.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Very good	Very good	Very good
Mathematics	Very good	Very good	Very good
Science	-	Good	Good
Information technology	-	Satisfactory	Satisfactory
Religious education	-	Satisfactory	Satisfactory
Other subjects	Very good	Good	Good

The quality of teaching in the school is very good in the early years, English and mathematics, and good overall, with about one tenth being excellent. This judgement is centred upon the very hard working and effective teachers, but also includes the high quality of the contribution made to all teaching by the nursery nurses, classroom assistants and the special needs assistants.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

Other aspects of the school

Aspect	Comment
Behaviour	Very good. The school has very effective and consistent procedures to help pupils to behave well.
Attendance	Attendance is below the national average, but above the average for school with similar characteristics.
Ethos*	Very good. The school offers a consistently encouraging approach in which pupils can make progress. Current attention to attainment is raising standards.
Leadership and management	Very good. The governors are well informed. The senior staff are very effective. The headteacher's very good leadership identifies a clear direction for the school.
Curriculum	Good. There are areas of the curriculum, particularly information technology and design technology which are not effectively developed, whereas other areas, particularly the core subjects of English, mathematics and science are well organised and very effective. The curriculum planning is very thorough.
Pupils with special educational needs	Very good in all aspects.
Spiritual, moral, social & cultural development	Satisfactory overall. Provision for moral development is outstanding. Provision for social development is good. Provision for spiritual and cultural development is satisfactory.
Staffing, resources and accommodation	Very good.
Value for money	The school gives very good value for money.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>Most would find it easy to approach the school.</p> <p>Most feel that they are encouraged to play an active part in the life of the school.</p> <p>Most feel that their children like school.</p> <p>Most feel that the school enables their children to achieve a good standard of work.</p> <p>Most feel that the school works hard to deal effectively with behaviour.</p>	<p>Some feel that behaviour could be better.</p> <p>A few would like more homework.</p> <p>few feel that lunch time a</p>

Inspectors have strong evidence from the inspection which agrees with all of the positive points. During the inspection there were few behaviour problems, but any pupils who had difficulty with their behaviour were dealt with by staff fairly and firmly. The homework provision has been recently improved and regular homework is now being provided for all pupils in Key Stages 1 and 2. Inspectors found the lunch time supervisors to be caring towards the children, but these members of staff have had no training to help them to do their work more effectively. The report of the inspection seeks to improve on this situation by recommending strongly that lunch time supervisors receive some appropriate training.

KEY ISSUES FOR ACTION

In order to develop further the school, the governors, headteacher and staff should:

1. Improve pupils' attainment in speaking and listening and writing across the school by:
 - a) extending staff's understanding of the development of these aspects of English
 - b) using the good assessment practice as a firm guide to the next stage of learning
 - c) developing resources to increase the overall support for speaking and listening activities
 - d) training non-teaching staff in appropriate techniques to support these areas

(Paragraphs 12, 13, 14, 15, 127, 129, 132, 134 and 201.)

2. Further improve attainment in mathematics by:
 - a) further developing the subject knowledge of all staff
 - b) continuing the rigorous application of the school's Numeracy strategy.

(Paragraphs 17, 19, 142 and 143.)

3. Improve pupils' attainment and progress in information technology by:
 - a) improving the subject knowledge of all staff
 - b) improving the resource base for information technology
 - c) adopting a developmental scheme of work which will ensure appropriate progression in learning.

(Paragraphs 13, 25, 57, 135, 161 and 162.)

4. Improve attainment and progress in religious education by:
 - a) providing appropriate staff training
 - b) developing a clear, developmental scheme of work.

(Paragraphs 26, 57, 165, 166 and 167.)

5. Improve pupils' progress in design and technology by:
 - a) implementing the chosen scheme of work rigorously and effectively
 - b) providing appropriate staff training.

(Paragraphs 27, 57, 172 and 174.)

6. Improve handwriting and presentation throughout the school by:
 - a) adopting a clear handwriting system for the school
 - b) training all staff in its use and application
 - c) setting appropriate standards
 - d) giving pupils appropriate feedback and guidance about the presentation of their work.

(Paragraphs 13, 129 and 134.)

7. Provide consistent opportunities for Collective Worship.

*(Paragraph 99.)*8. Provide training to help lunch time supervisors to become more effective in their work.

*(Paragraph 102.)*In addition, governors may wish to give attention to reporting to parents in all subjects and promoting closer links with parents. *(Paragraphs 85 and 87.)*

INTRODUCTION

Characteristics of the school

1. Middleton Primary School serves a large housing estate in south Leeds. The estate is effectively served by public transport to the city centre which is ten miles away, but links to other parts of Leeds and beyond are more limited. The estate itself is old, and the houses have been refurbished some time ago. The roads through the estate, including the busy main road in front of the school, have recently been provided with various traffic calming measures. There are only limited amenities available in the area, being mainly local shops and public houses. There is a library and a clinic nearby. Unemployment is high on the estate and many of the pupils at the school come from fragmented family situations.
2. The school takes pupils from three to eleven. The admissions policy reflects the recommendations from the Local Education Authority, of two intakes in the year, one in September for children who have their fifth birthday up to Easter, and one in January for children who are five years old after Easter. At the time of the inspection there were 527 pupils on roll in Key Stages 1 and 2, which is much higher than the national average for primary schools. The school roll is currently falling. There were also 70 children who were attending for either mornings or afternoons in the nursery. The balance of boys and girls is almost equal in the main school, but there are far more boys than girls in the nursery. Attainment on entry to the nursery is well below average, and although it improves during their time in the nursery, children's attainment is still well below average when they are five.
3. There are 206 pupils currently on the school's special educational needs Code of Practice register. The majority of these are at stage 1. There are 69 pupils with individual education plans at stage 2. Fourteen pupils are identified at stage 3, and five at stage 4. Nineteen pupils have a statement of special educational need. The school has resourced provision for eight language impaired pupils but currently there are only six pupils on roll. Eleven of the stated pupils also have speech and language programmes which are implemented directly by the speech therapist.
4. The school lies in the Middleton Ward, which has 3.3% of adults with higher education qualification (England 13.5%), 8.3% of children in high social class households (England 31%), and 14.7% of children in overcrowded households (England 10.5%). There are only a small number of pupils from ethnic minorities in the school. More than half the pupils on roll are in receipt of free school meals. This is well above the national average of 19.9%.
5. The school's main development target is to improve pupils' attainment, and this is currently focused on the core subjects.
6. The school's aims are to:
 - Create an atmosphere in which children feel secure and happy.
 - Encourage children to have respect for themselves and others.
 - Provide a stimulating and motivating learning environment.
 - Help children develop lively, enquiring and creative minds, the confidence to question and the ability to debate rationally.
 - Help children acquire knowledge and skills relevant to everyday life in a complex multi-ethnic society.
 - Provide equal opportunities for learning for all children.
 - Teach children to use language and numbers effectively and apply those skills to everyday situations.
 - Help children, through hard work, commitment and self discipline, to achieve the highest standards and value their achievements and build on them.
 - Encourage children to develop a concern for the quality of their immediate environment and to understand the world in which they live and work, and the interdependence of individuals, groups and nations.
 - Help develop an awareness and appreciation of human achievements and aspirations.

Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1998	42	36	78

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	16	22	18
	Girls	28	29	24
	Total	44	51	42
Percentage at NC Level 2 or above	School	55	64	53
	National	80	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	17	21	33
	Girls	27	26	31
	Total	44	47	64
Percentage at NC Level 2 or above	School	55	59	80
	National	81	85	86

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1998	36	37	73

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	8	20
	Girls	15	9	20
	Total	21	17	40
Percentage at NC Level 4 or above	School	28	23	54
	National	65	59	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	17	17
	Girls	13	14	18
	Total	19	31	35
Percentage at NC Level 4 or above	School	27	44	49
	National	65	65	72

Attendance

Percentage of half days (sessions)
missed through absence for the
latest complete reporting year

		%
Authorised Absence	School	7
	National comparative data	5.6
Unauthorised Absence	School	2
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school
age) during the previous year:

	Number
Fixed period	31
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	39
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

- 1 Pupils enter the nursery at Middleton Primary School with levels of attainment which are well below average, particularly in the areas of personal and social development, and speech and language. A significant number have special educational needs. Pupils make good progress while they are in the nursery, but the majority are still attaining at below or well below average levels when they are five years of age.
- 2 Attainment in the national assessment at Key Stage 1 in 1998 was very low in reading and mathematics in relation to the national averages and well below the averages for schools with similar characteristics for reading, writing and mathematics.
- 3 Attainment in the national assessment at Key Stage 2 in 1998 was very low in relation to the national averages for reading and mathematics and well below the national average for science. Attainment at this key stage was well below the averages for schools with similar characteristics in English and mathematics. Attainment in the science assessment, when compared with schools having similar characteristics, was average.
- 4 There was no significant difference between the performance of boys and girls in the national assessment tests at Key Stage 1. There have been similar numbers of pupils taking tests in each of the last three years, but the number of pupils with special educational needs within each year group has fluctuated. The pattern over a period of three years (1996 - 1998) shows that results were lower in 1997 than in 1996, but they improved again in 1998. Key Stage 1 results for 1999 have again fallen, and this is directly attributable to the number of pupils having special educational needs in the year group. These new results cannot yet be matched to a national average.
- 5 There was no significant difference between the performance of boys and girls in the national assessment at Key Stage 2. Over the three years 1996 - 1998, English results fell slightly in 1997 but improved again in 1998. Over the same three years (1996 - 1998) mathematics results have remained steady, while science results have shown a steady improvement. The 1999 results, which cannot yet be matched to a national average, show further improvement.
- 6 Attainment in English, according to inspection evidence, is well below the national average at the end of Key Stage 1. By the age of seven, standards in reading are below average, but are above those of speaking and listening and writing, which are well below average. Pupils lack confidence to speak and have limited vocabulary skills. Listening skills are becoming well developed by seven, but for the younger pupils in the key stage, listening abilities are still not sufficiently developed. These limitations are still affecting progress across the curriculum for the majority of pupils. By the end of the key stage, pupils are beginning to read. Higher attaining pupils learn to read independently. All pupils understand how to use books appropriately and some are familiar with words. Lower attaining pupils are given help to read fluently. In writing, no consistent style of writing or presentation is evident and handwriting skills are unsatisfactory. Higher attaining pupils can write a short story in which ideas are sequenced. Lower attaining pupils sequence picture and write a sentence with help.
- 7 Attainment in English is below the national average at the end of Key Stage 2. Standards are better in reading than in writing. All pupils show good interest in reading. Higher attaining pupils in Year 6 can read a brief account of a biography and can identify the key words in the text. Lower attaining pupils and those with special educational needs develop strategies to read unfamiliar words. In writing, higher attaining pupils can write a short story giving the main ideas in chronological order. Lower attaining pupils and those with special educational needs can use connectives when constructing sentences, but their handwriting is not consistent. Handwriting and presentation of work are unsatisfactory. There is too little use of information technology to help pupils plan, draft, revise and edit their writing.

- 8 Progress in English is satisfactory in Key Stage 1. Pupils learn to sit quietly, listen carefully and respond to instructions. Pupils with special educational needs make good progress due to the effectiveness of the good support provision. Listening skills begin to become more effective. Reading begins to develop as pupils learn to use books and develop some word recognition. Speaking skills are still inhibited by lack of confidence. Writing skills develop only very slowly, and are still poor as pupils enter Key Stage 2.
- 9 Progress in English is good in Key Stage 2, especially in reading, Pupils with special educational needs are supported very well in their learning and they make good progress. Writing skills continue to develop only slowly in Key Stage 2, but progress in this area is effective and there is impact of application of writing skills in a number subject areas.
- 10 The school's strategy for literacy is very effective and has been very well implemented, and as a result, the school is able to now focus on raising achievement. Standards are beginning to rise.
- 11 Attainment in mathematics is below the national average at Key Stage 1. By the end of the key stage pupils have a secure foundation in number. They count to a hundred, recognise odd and even numbers and can put two digit numbers into order. Higher attaining pupils understand that a metre is a unit of length, and are beginning to make estimates of length. Lower attaining pupils recognise coins and know that there are differences in the values.
- 12 Progress in mathematics is satisfactory in Key Stage 1. Pupils regularly learn about numbers and how they work, and they undertake early mathematical work which is well matched to their abilities and interest levels. Through Year 1 they learn to record their work, taking care, but many are still struggling with number formation and orientation in Year 2.
- 13 Attainment in mathematics is below the national average at Key Stage 2. By the end of the key stage pupils have satisfactory basic knowledge of number and many have good recall of facts, including multiplication tables. Higher attaining pupils apply their knowledge of fractions to the construction of simple pie charts. Lower attaining pupils use tally charts when collecting data, and construct simple bar charts.
- 14 Progress in mathematics is good at Key Stage 2. The teaching of pupils in ability sets contributes well to this success. There is satisfactory progress in mental arithmetic as a result of regular opportunities to practice and develop these skills.
- 15 The school's strategy for numeracy is very carefully thought through, applied well and is taught very effectively. It is having a positive impact on standards.
- 16 Attainment in science meets national expectations for both key stages. By the end of Key Stage 1, pupils can study the senses, carrying out experiments to find out about sound waves. They know how to make a simple circuit and can draw it, showing the component parts of battery, bulb, bulb holder and wires. They understand how seeds are dispersed from plants. By the end of Key Stage 2, pupils can plan an investigation, know the use of gases in everyday life, and can carry out an experiment to produce a fizzy drink, predicting outcomes and recording their results in a suitable way.
- 17 Progress in science is satisfactory in Key Stage 1 and good in Key Stage 2. Younger pupils begin to develop observational skills and learn to make simple comparisons. They build up knowledge about growth and living things and make some progress with classifying. Poor literacy skills impede their writing about science. Pupils in Key Stage 2 develop understanding of investigations and experiments through frequent practice and become familiar with the use of mathematics in science work. In both key stages, pupils with special educational needs make good progress in relation to prior attainment.
- 18 Attainment in information technology is in line with national expectations at the end of Key Stage 1. Pupils in this key stage can operate a tape recorder, use the mouse to move ikons on a screen and represent simple data. Progress in this key stage is satisfactory.

- 19 Attainment in information technology in Key Stage 2 is below national expectations. Pupils create holiday brochures, draft and edit their work and save it on a disk. They do not have enough opportunities to learn skills in a systematic way. Progress in this key stage is unsatisfactory. This is caused by the lack of systematic individuals records of achievement in this subject and sometimes long time intervals between opportunities to apply what they know or develop new skills.
- 20 Attainment in religious education is below the expectations of the locally Agreed Syllabus in Key Stage 1, and well below expectations for Key Stage 2. By the end of Year 2, pupils know a number of stories from the Bible and can relate such stories to their own lives. By the end of Year 6, pupils know many facts about the topics and religions they have studied, but have little understanding of the effects that religious beliefs have had on people in the world. Pupils make satisfactory progress in lessons in both key stages, but unsatisfactory progress over time.
- 21 Progress in design and technology is unsatisfactory in both key stages. Pupils have only limited experiences in this subject. The school is currently adopting the scheme promoted by the Qualifications and Curriculum Authority.
- 22 Progress in geography is satisfactory at both key stages. Pupils in Years 1 and 2 can describe different kinds of housing; they know where they live and can describe the way to school. In Year 2 they are able to contrast Middleton with the seaside. Pupils in Years 3 and 4 can use large scale maps to trace Viking settlements, and they can contrast life in a village in India to life in Middleton. Pupils in Year 5 can use co-ordinates in identifying positions on a map of an area they are studying. Year 6 pupils can compare and contrast buildings, economies and amenities in two different areas.
- 23 Progress in history is good for all pupils in both key stages, including the pupils with special educational needs. Pupils in Key Stage 1 have good understanding of the past and are developing a good sense of chronology. Pupils in Key Stage 2 understand the difference between primary and secondary sources of evidence, and use these effectively.
- 24 Progress in art is satisfactory in both key stages. Pupils in Key Stage 1 work with paints, clay and other media, representing aspects of their topic work. Pupils in Key Stage 2 work with a broader range of media, developing aspects of their topic work such as Viking jewellery. All pupils of all ages have opportunity to work in two and three dimensions. Pupils with special educational needs at both key stages make sound progress.
- 25 Progress in music is satisfactory in Key Stage 1. Pupils in Year 1 sing together and know the words of an increasing number of songs. Pupils in Year 2 extend their repertoire of songs and learn to follow a sequence of instruction to know when to play an instrument. Progress in music could not be judged at Key Stage 2 because many lessons were cancelled due to the absence of the specialist music teacher. In the two lessons seen, Year 4 pupils could keep a beat well and Year 6 pupils could perform a range of rhythms.
- 26 Progress in physical education is satisfactory at both key stages. Pupils in Year 1 learn to throw and catch a ball and a beanbag, working with a partner and in Year 2 they use small and large balls in throwing, catching and aiming activities. Pupils with special educational needs make good progress, due to the very good support given to enable them to access the full physical education curriculum.
- 27 The attainment of pupils with special educational needs, as a consequence of these needs, is generally below the national expectations at the end of both key stages. However, these pupils are building on their prior attainment and are making good progress in relation to the targets in their individual education plans.

33 **Attitudes, behaviour and personal development**

- 28 Pupils have good attitudes towards learning: they enjoy learning, showing good response to their teachers and each other. Pupils in Key Stage 1 find difficulty in concentrating and listening, but as they progress in their social development, this improves. Pupils in Key Stage 2 concentrate well for long periods and enjoy sharing their achievements with the adults in the school. This was evident in a number of lessons seen about Vikings, where very good attention and involvement were evident. Pupils use the blackboard to show examples. Pupils of all abilities listen to and contribute towards class discussions.
- 29 Staff encourage pupils to begin to take responsibility at an early stage. In the nursery and the reception class, self-help skills are developed well, and children choose some of their own resources. This continues into Key Stages 1 and 2, and is developed into personal programmes, when pupils are involved with teachers in looking at their achievement levels and goals, and in helping to set their own appropriate individual targets.
- 30 Pupils enjoy generating ideas and solving problems in their lessons. In one Year 4 lesson on religious education, pupils put together their own 'Ten Commandments' to support a good school community. In another class they enjoyed role play to demonstrate the parable of the 'Good Samaritan'. Year 6 pupils designed T-shirts, exploring and extending ideas from their geographical work.
- 31 The staff make great efforts to ensure that pupils visit a diversity of destinations to broaden their horizons. During the inspection, reception class pupils enjoyed a visit to the local public library, where they have good relationships with the staff. During this visit they listened, without interruption, as other pupils expressed their views about books. Older pupils enjoy residential visits, including a stay at a small hotel near Scarborough and an adventure holiday in the Yorkshire Dales. There are numerous visits for sporting activities, and topic-related day visits.
- 32 Personal development is good. Most parents feel that the school achieves a high standard of behaviour, and that their children like school. Pupils work well in small groups or with partners. The staff ensure that all pupils receive equal consideration and respect. Behaviour is very good. From the nursery and onwards, pupils are encouraged to think and talk about behaviour, feelings and experiences. Younger pupils are helped to learn to move around the school effectively, in an orderly way. Older pupils move around quietly and with self-discipline. There is good respect for the school, and the consistent reinforcement of good behaviour leads to pupils taking care of equipment and books. The school offers many strategies to help pupils to become responsible for their own actions. One particularly effective system is 'Behaviour Watch', where pupils monitor their own behaviour by thinking and talking about what they are doing wrong, and how their behaviour can be modified. As a result of this careful and consistent approach, many pupils develop the self-knowledge to regulate their behaviour and take full advantage of what the school has to offer.
- 33 For those pupils who still have difficulties, there are special programmes, behaviour monitoring, behaviour passports and various special strategies. This network of guidance, support, monitoring and target setting ensures that all can develop understanding of appropriate behaviour, the school is a well ordered community and pupils get specific appropriate help when they need it. There are no long term exclusions from the school, and the rate of fixed term exclusions is falling.

39 **Attendance**

- 34 Attendance levels are below the national average, but above the average for schools in similar areas. Attendance has improved since the last inspection. The rate of unauthorised absence was well above the national average in 1998. Both attendance and lateness are factors which the school continues to work on. Most pupils who arrive late are in class for the start of the first lesson.

35 During registration, pupils are quiet and attentive, answering individually to the teacher's welcome in order to indicate their presence in class. Some teachers use this time to remind pupils of their individual targets. A quiet and orderly start to the day is achieved. Registers are collected immediately after registration, for delivery to the school office.

41

QUALITY OF EDUCATION PROVIDED

41 Teaching

36 Teaching quality is very good for English and mathematics and for pupils under five years of age. Teaching is good overall. All teaching is satisfactory or better, with more than a third being excellent or very good. This standard of teaching results from very thorough preparation and teamwork by the teachers, and the very effective management of the additional classroom staff. Teachers share their expertise and understanding, work together to ensure that new developments are effectively implemented, contribute to training and development and respond positively to monitoring. They share commitment to improve the school's work and their pupils' education.

37 Planning for teaching in both key stages is very clear and has appropriate objectives. Planning for literacy and numeracy reflects the national recommendations and guidance. Planning for the rest of the curriculum is based on topics which are designed to be interesting and stimulating for the pupils. Work in each key stage shows partnership between teachers of similar age groups and good co-operation. Tasks are frequently differentiated, and for literacy and numeracy, pupils in Key Stage 2 are organised into ability sets to maintain work at appropriate pace and levels.

38 Teaching for the pupils under five in the nursery and the reception class is very good overall and often excellent in individual activities. In more than half the observed sessions, teaching was very good or excellent. All staff have a secure understanding of the curriculum for children in this age group. They are knowledgeable in the importance of play and first hand experiences. Lesson planning is detailed and has appropriate learning objectives to enrich the children's experiences and assist their progress towards the desirable outcomes in all areas of provision. Staff in the nursery and the reception class work very well together to have positive effect on the quality of learning.

39 Just less than a third of the lessons in Key Stage 1 were very good or excellent. Teachers of the younger pupils in Key Stage 1 have very good understanding of the needs of young children, and they make provision which gains and holds their attention. This is particularly appropriate, as so many pupils are still at very early stages of development. Carefully structured work enables pupils to build up concentration, develop language skills and learn new vocabulary. Lively and varied structured activities ensure that their interest is maintained throughout the literacy and numeracy hours. Pupils take very good interest in the topics, enjoying making time lines of photographs of themselves or creating with clay. Curriculum work and play opportunities are sometimes combined to give appropriate experiences, as when the box modelling, led by the non-teaching staff, is based on joining cubes, cylinders and cuboids or when making pictures is linked to work on the senses, as pupils make collections of textured items. Teachers in Year 2 offer a very stimulating curriculum which holds pupils' attention and helps them to begin to become effective learners. Given the overall immaturity of the pupils in the school and the high proportion of pupils with special educational needs, sustained learning with understanding is achieved only slowly.

40 Personal and social development is central to all teaching and moral guidance is naturally incorporated. Children are helped to understand how to behave towards others, how to be helpful and co-operative. For many this is a very important aspect of their schooling. For those who find it difficult to adjust to these expectations, even with the guidance and help they receive, personal targets and rewards are used as special motivators. Teachers use these very well, helping children to shape their behaviour and develop social understanding. This important aspect of Key Stage 1 teaching is consistent and effective.

- 41 Teaching in Key Stage 2 is very good overall. This is a clear advance since the last inspection, when there was unsatisfactory teaching in one third of lessons at this key stage and a key issue sought greater consistency. The school management and the teachers themselves have been very responsive to this issue, with considerable success. Teachers are committed to making the lessons interesting, reflecting the school's aims very well. Some are very skilled at making the subject matter come alive, and a few are inspirational in the way they introduce the lessons and fire the imagination of the pupils, with whom they have very good relationships. One in three lessons in this key stage is very good or excellent, with many others being good. The high degree of commitment and teamwork leads to a very good level of co-ordination across and between the year groups, so that continuity and progression are always addressed. Pupils in all classes respond well to their lessons and show high interest and involvement, wanting to succeed.
- 42 In both key stages, the teaching during the literacy hour and numeracy hour is structured very effectively and all staff ensure that no time is wasted. Organisation of the pupil groups and sets, and the use of time, are very effective. Lessons follow very closely the recommendations set out in the national strategies, and a good range of resources is used to enrich the activities. Management and deployment of other staff during these lessons is very good: their knowledge of the content of lessons, and their contribution to them and to supporting pupils with challenging behaviour, allow teaching to continue effectively throughout with the whole class, groups and individuals.
- 43 The teaching of pupils with special educational needs is very effective for all age groups. Pupils are identified as having a special educational need through baseline assessment and the Local Education Authority's initial identification guidance and matrix levels. The special needs co-ordinator liaises with the nursery staff at transfer to the reception class, and also with the local secondary school at the time of transition. The school employs eighteen special needs assistants to support pupils' learning in the classroom or within the resourced provision. This ensures effective teaching provision for pupils with special educational needs within the school. There is effective team teaching between teachers, speech therapists and special needs assistants. Teachers provide well planned lessons with specific learning objectives. These plans are well matched to pupils' needs and abilities. There are differentiated activities within lessons to ensure full access to the curriculum. Individual education plans are monitored and reviewed termly by the co-ordinator, who gives very good leadership and has trained staff to understand and use the matrix levels effectively. The regular consultation ensures continuity of planning and teaching and has a positive impact on pupils' progress. As these pupils move up the year groups they are helped in all lessons to become more self reliant and independent. They have full access to all provision, and eagerly discuss what they have learned. Staff have very good relationships with these pupils, who in turn, respond to the high expectations, participate in discussions and enjoy learning.
- 44 Preparation for all teaching is thorough and teachers in both key stages use a good range of resources and materials to support their planned lessons. For example, in a Year 6 art lesson, provision was made for the use of water colours, pastels and clay, while stimulus was provided through still life arrangements and photographs of the class visit. In two Year 3 'circle time' sessions, pupils were given demonstrations of how to clean teeth effectively. Pupils studying the Vikings had good access to artefacts from the museum service and a good range of reference books. Key Stage 1 pupils enjoyed exploring sounds and textures, and gained increased understanding of the sense of touch through making fabric collage pictures.
- 45 Assessment practices in the school have been developed well. All teachers assess outcomes of lessons on a daily basis and make adjustments to suit emerging needs. All are effective in identifying levels in reading, writing and mathematics. This is another area of professional development which has been led very effectively and has resulted in corporate effectiveness. The school's homework policy is well understood and applied for all age groups, although response from pupils and their families is variable. When the tasks set are completed, the homework provision makes a valuable contribution to learning.
- 46 The quality of teaching in the school has improved since the last inspection, when it was much more variable and some teaching in Key Stage 2 was unsatisfactory. It has been a clear target in the school to improve teaching. Management appointments and strategic decisions have been made which have been clearly focused on this issue. The strategies have been and continue to be successful, and teaching quality is now becoming a

strength of the school.

52 **The curriculum and assessment**

- 47 The curriculum for the children under five years, in both nursery and reception, including those with special needs, is very good and very effective. Though there is a difference in planning formats between nursery and reception, the quality of planning is good. The teachers plan the activities thoroughly to ensure continuity and progression within all six nationally recommended areas of learning for the age group. Children are being assessed on entry to both nursery and reception. The systematic monitoring and assessment, inform teaching and planning and ensure that all children make good progress. Children under five receive a good start, building on the six areas of learning to begin their work on the National Curriculum for Key Stage 1.
- 48 The curriculum in Key Stages 1 and 2 is good overall and meets statutory requirements in all National Curriculum subjects, including the locally agreed syllabus for religious education. However, the provision in information technology, and design and technology is unsatisfactory. The curriculum gives appropriate time to the teaching of literacy and numeracy and there is adequate time allocation for science, religious education and all subjects. In all other subjects the curriculum is balanced, broadly based and relevant to all pupils, including those with special educational needs. The school is committed to providing equal opportunities and every pupil, including higher attainers, have equal access to all areas of the curriculum. Appropriate provision is made for sex education and awareness of drugs misuse through science and health education.
- 49 Very good procedures are in place for the early identification of pupils with special educational needs from the assessment on entry and local authority matrix. The curriculum meets the requirements of all pupils on the Code of Practice special educational needs register. Pupils have full access to a broad, balanced and relevant curriculum, matched to their needs. Very good additional provision is made for these pupils through specific non-teaching support in class. This special needs assistant support makes a positive impact on pupils learning, which in turn contributes to the consistently good progress being made. Where individual support is being given by the resident speech therapist, it is from appropriate lessons, to ensure there is no loss of curriculum entitlement and that continuity of learning takes place. Pupils with language impairment play a full part in all aspects of school life as a result of the very good support provided for them. The school is committed to optimum inclusion for all special needs pupils.
- 50 The previous inspection required the school to improve provision in technology at Key Stage 2 and to ensure religious education is taught in accordance with the locally Agreed syllabus.
- 51 The school has made progress in addressing these issues. Religious education is now taught in accordance with the locally Agreed Syllabus. Though this is planned successfully in Key Stage 1, there is not enough depth of subject knowledge in Key Stage 2. Improvements have been made in the implementation of information technology, but there is a need to ensure resources are sufficient for consistent provision, covering all strands of the subject. Design and technology is still unsatisfactory. The school has focussed its attention appropriately on implementing literacy and numeracy. Pupils are organised into sets to enable ability group teaching to take place in literacy and numeracy, which has had a positive impact on pupils' progress.
- 52 The policies and schemes of work in place for all subjects are to be reviewed in a planned programme of development. Currently there is an unsatisfactory scheme of work in music.
- 53 There is a good quality of medium-term planning in both key stages, and planning for curriculum progression and continuity is good, and very good in the core subjects. Short term and daily planning sometimes lack consistency and appropriate detail, for example lesson objectives and learning outcomes are not always clearly identified nor evaluated in information technology or design technology. Hence this does not effectively contribute to the progression of learning skills in these areas. Although most medium-term planning places emphasis on knowledge acquisition, the development of skills and opportunities to apply understanding are less well considered, particularly in information technology.

- 54 Subject co-ordinators have a copy of teachers' medium-term plans to monitor coverage and continuity for pupils. This strategy has ensured a good quality of medium-term plans, and has had a positive impact on pupils' learning. Senior management are aware of the unevenness of overall monitoring of the curriculum in the foundation subjects and are addressing this.
- 55 The curriculum is enhanced by opportunities for visits out of school including a visit to Yorkshire's sculpture park at Bretton, and by the under fives children to Tropical World. Such visits enhance pupils' social skills as well as developing their knowledge and understanding of the world, outside school. There is a very good range of extra-curricular and sporting activities. These include the choir which takes part in concerts twice yearly, they are now practising for a Christmas concert in Leeds Town Hall. The May concert will involve recorders and violins as well as the choir. Extra-curricular sports include the athletics team taking part in the Youth games '99 festival, Football with Jim and Leeds United. Netball training is led by a specialist netball coach, so that pupils can participate in the High Five netball festival each year. A drama club offers pupils opportunities to explore their feelings; a dance session is organised with Leeds activity scheme. A high proportion of pupils take part in these activities which have a very positive effect on their personal and social skills.
- 56 There are good links with each child's home through an initial home visit prior to admission and the receiving secondary schools at transition. These help to provide continuity in learning and progress for all pupils including those with special needs, as they move from one stage of education to the next.
- 57 There is good curriculum support from the governing body, they effectively undertake responsibility for setting realistic targets for the school. There is a governor who has responsibility for monitoring the school's work in literacy and special needs. All curriculum policies have been discussed and agreed with the governing body. The governors take an active part in overseeing the curriculum and make regular visits to see it in practice in school. This is a significant improvement since the last inspection.
- 58 Assessment procedures for all children under five, including those with special needs, are very good. Their progress is monitored and recorded regularly and effectively by a combination of observation and testing. The evidence gained is used to plan future work. The school has its own assessment on entry to nursery. The local authority assessment is completed when children enter the reception class. The information gained from this assessment plus the Leeds Matrix, help to identify pupils with special needs and is effective in informing curriculum planning for these pupils. There are good procedures in place for assessing pupils in most subjects, with very good procedures in the core subjects. Very effective procedures are in place for assessing pupils with special educational needs. Individual educational plans for pupils at Stage 2 and above of the Code of Practice are of good quality. Targets identified in individual plans are reviewed termly and pupils' progress is reported to parents. Arrangements for the assessment, recording and reporting of all pupils on the special needs register are fully met. Arrangements for the annual reviews of statemented pupils also meet requirements and reflect very good practice. The diagnostic assessment of these pupils by the co-ordinator, and overall monitoring of the individual plans are being used systematically to inform future teaching and planning to ensure pupils' good progression in learning.
- 59 There is good additional support from the local authority for all statemented pupils. The very effective non-teaching support, in class, for all special needs pupils, enables their full access to the curriculum and ensures optimum progress for pupils in relation to their individual plans and has a very positive impact on their learning. Assessment procedures are being used effectively in English, mathematics and science to inform planning for progression. The school has identified the need to extend this good practice across all foundation subjects, but particularly in information technology. The assessment practice is more established in Key Stage 2 than in Key Stage 1. Whilst teachers in the same year group plan together and identify opportunities for assessment, there is a lack of precision in the focus of assessment in the foundation subjects. Current procedures do not ensure a consistent approach across either key stage nor between key stages.

- 60 A school portfolio of work in English, mathematics and science has been prepared. This is annotated in order to help teachers make accurate judgements about the standards pupils reach in relation to the National Curriculum levels of attainment. A systematic analysis of the school's performance in national tests has been carried out to identify any under achievement. Standardised tests in reading, mathematics and optional standard tests of attainment in Key Stage 2 are also used. From this analysis, targets are set for predicted levels of attainment in Year 6. The Year 6 pupils themselves have their own input into specific targets in literacy and numeracy.
- 61 Assessment is very effectively managed. For example, the miscue analysis assessment of reading has had a very positive impact on raising standards. An exemplary contribution has been made to identifying criteria for underachievement in writing skills. This was done through a specific analysis of the 1999 writing tasks, which identified that higher standards were being achieved by pupils selecting the non-narrative section. The school has identified the need to implement initiatives such as these in order to raise standards in all core areas. Standard assessment results are published annually in the prospectus, in accordance with requirements.

67 **Pupils' spiritual, moral, social and cultural development**

62 The overall provision for the spiritual, moral, social and cultural development of pupils is satisfactory. The clear values, which underpin the work of the school, contribute to a calm working environment and an atmosphere of care, concern, and consideration for others.

63 Pupils' spiritual development is satisfactory. It is promoted through religious education and, on some occasions, through collective worship, but this is much too variable. There is no daily regular act of worship throughout the school. Occasions do arise during lessons to engage pupils' wonder and enthusiasm, as, for example, nursery pupils looking on in wonder as oil and water mix and separate. In all classes from reception onwards, the use of merit charts and the sharing of good work help pupils to realise their own talents and capabilities. Following on from this, the weekly 'Thank you' assemblies celebrate the achievements of pupils, so all feel valued.

64 The provision for the moral development of pupils is excellent. It is made quite clear what is right and what is wrong. Pupils are encouraged to take full responsibility for their behaviour, and to make the right choices. Those for whom this is difficult are consistently encouraged, monitored, and given targets to achieve the required standards. That this is so successful is due in no small part to the examples set by the teachers, classroom assistants and the headteacher.

65 Social development in the school is good. Pupils learn the value of friendship, which was the theme of assemblies during Inspection week. Through Circle Time, they learn to communicate, to talk about their feelings, and to improve their relationships with each other. Physical education, dance, and group work all contribute to pupils' co-operation. Social development beyond the curriculum has been provided by sporting links during 1998/99. These include:-

The Family of Schools swimming gala

The Water Safety Awareness life-saving course for Year 4

The Leeds Activate Scheme providing coaching in Netball and golf.

The Cliff Richards Tennis Trail which provides coaching in tennis for years 2, 3 and 4

Pupils in Year 6 also benefit from visits to Scarborough and the Yorkshire Dales.

66 Pupils with a large variety of special needs are fully integrated into school life, and are given friendship and understanding in full measure.

67 Provision for the cultural development of pupils is satisfactory. Through the curriculum, pupils have recently studied St. Lucia in the West Indies; they visited Heptonstall Village to experience at first hand the picture it creates of a former life style. The school has been visited by an Asian dance group, and pupils regularly listen to music from other cultures.

68 Visits to a synagogue and mosque provide clear opportunities for pupils to compare their cultural context with that of local Christian churches.

74 **Support, guidance and pupils' welfare**

69 Provision for the support, guidance and welfare of all pupils is very good. From their first entry into the school, each pupil is known and treated as an individual.

70 Pupils joining the nursery have their first contact with the school when they meet their pastoral leader on a home visit. All children in a family have the same pastoral leader. Pupils are monitored throughout their time in the nursery, and this information is added to a pupil's profile, which includes text and photographs and records the pupil's experiences and achievements.

71 Transition from the nursery to reception is similarly well planned, to ensure pupils feel confident and secure in the new environment. Part of this process is taking nursery pupils to the reception playground once each week,

because staff recognise that the most stressful part of the move are lunchtimes and playtimes.

- 72 All relationships in the school are very good, and good quality support is available to pupils. Expectations are high, with clear guidance about behaviour and work in the classroom. Targets for both are set within a framework of discussion between staff and pupils. As a result, pupils are confident in coping effectively with everyday life in the school.
- 73 Pupils with special educational needs are well integrated into this caring environment, where they are also involved in the setting of targets for their progress. Individual education plans are in place for all pupils with special needs. There is a speech therapy unit within the school, and all pupils are well supported by the school's special needs staff and visiting specialists.
- 74 Attendance records meet government requirements, and are extremely well monitored and organised. The education welfare officer works with the school to support pupils who are excluded, and to liaise with families about unauthorised absence and lateness.
- 75 The behaviour of pupils in the school is consistently monitored. Pupils are held responsible for lapses in behaviour and helped by discussion and targets to modify their behaviour. The school recognises that bullying takes place, and works through the curriculum and assemblies and with parents to emphasise that bullying is not acceptable. In this way, bullying has been reduced over the last few years. A behaviour data base helps the school to keep an accurate picture of behaviour.
- 76 Child protection procedures are firmly in place, and are well understood and used by staff. Liaison with outside agencies is well established. Pupil awareness of the issues is incorporated into the curriculum from Nursery to Year 6 through group work and individual or class teaching.
- 77 Health and Safety issues receive a high profile. Regular checks are made on possible sources of danger and the school fabric is examined annually. Fire drills are held regularly and fire safety checks made weekly. Lunches are orderly and efficiently managed. School visits and holidays are well supervised and organised. One area of concern, however, is the pupils who spend the day in bare or stockinged feet, outdoor shoes having to be removed when pupils enter school. This raises issues of both health and safety for the pupils involved.
- 78 Pupils with specific physical and medical needs are well cared for, and the school is visited regularly by a doctor, school nurse, and physiotherapist.
- 84 **Partnership with parents and the community**
- 79 The previous inspection commented that few parents were actively involved with the school, and little has changed. Parents are seen by the school, however, as playing a vital role in the learning and behaviour of pupils. Parents are encouraged to become involved in school life, from staying a few minutes to settle children in the nursery, to helping in school with sewing, baking, playing language games and technology projects. In the nursery, parents and carers are given advice about nursery rhymes, books and games, and how to use them to best effect with their children. Parents of older pupils have attended workshops to help them support reading at home. Parents are also involved in the behaviour policy, and information for parents includes details of measures to address unacceptable behaviour.
- 80 Information provided for parents by the school is informative, but not always written in a 'user-friendly' style with an attractive layout. Pupils are encouraged to take reading books home with their home/school reading diary, but discussion with the pupils, and the diaries themselves, reveal that very few pupils actually read with parents.

- 81 Reports to parents are unsatisfactory. They are sent out before the final parents' meeting of the academic year. They clearly demonstrate that teachers have a picture of each pupil as an individual; there is full commentary on science, mathematics and English. The foundation subjects, on the other hand, are given only a joint paragraph, which is inadequate. Teacher-assessed attainment levels are included for the core subjects, and each report has a brief, encouraging remark from the headteacher. The report does not give targets, but there is occasional mention of areas for improvement. The space available for pupil/parent comment had not been used on any of the sample reports seen.
- 82 Parents of pupils with special education needs are appropriately involved in reviews.
- 83 A committee raises funds for the school, and this helps to ensure that pupils can take part in out of school activities to increase their knowledge of the wider community. They are supported in this by the Middleton Marauders Rugby Club, which also lends the school its mini-bus. During the last academic year, pupils took part in the Inner South Leeds Family of Schools swimming gala, and the Water Safety Awareness Life Saving scheme. Leeds Activate scheme coached pupils in netball and golf, and pupils took part in the Cliff Richards Tennis Trail during the summer term.
- 84 Members of the school community, the school nurse, the crossing patrol officer, the librarian, the Baptist minister, the Roman Catholic father and the Church of England vicar have all visited the school to talk to pupils. The nursery has numerous links with the community, including playgroups, health visitors and local shops. In addition, the school has developed links with Ben Baily Homes, and pupils have taken part in the Be Safe on a Building Site Competition, in which the school had five winners. The firm has built an outdoor class area on the edge of the school field.
- 85 The community makes good use of the school's indoor and outdoor facilities for sports and training, seven days a week.
- 86 The links the school has with outside organisations are making a considerable impact on the personal development of those pupils involved.

92 **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

92 **Leadership and management**

- 87 The leadership of the school is very good. This school, as was stated in the previous inspection report, has many demands made on it by its pupils. The headteacher understands the needs of the pupil population well, and ensures that everyone contributes to an ethos and environment which is safe, encouraging and motivating. These elements are central to the school's aims. The considerable achievements in further improving behaviour over recent years have led to a well controlled and orderly school which can now give central attention to quality of educational provision and standards. The high profile of the headteacher in all parts of the school helps both pupils and staff to know that they are supported. The strategies used to encourage pupils to learn to take control of their own behaviour are school wide, consistent, helpful and effective. Since the last inspection the school has further extended the highly appropriate provision for moral education, and ensured that all staff have strategies for dealing with behaviour problems. The impact of this has been that whereas in 1996 there were still groups of pupils who were disruptive and difficult, now all pupils are attentive in lessons, and any individuals who have behaviour difficulties receive immediate help.
- 88 The governing body is fully supportive of the school and its work, well informed and has effective strategic overview. There are designated governors for various aspects of the school's work. Committee groups of governors monitor and explore different aspects of the school's work, requiring individual members of staff to give up to date information and answer questions from time to time. There is good health and safety awareness and practice. Governors are involved in the work of the school and in events associated with it. Some participate in visits, including residential visits, and fund raising. They have been fully involved in the school development planning process and the action planning related to the previous inspection.

- 89 The role of the senior management team has been further developed. Both deputies and all others in management roles have clear responsibilities and are given clear support from the headteacher to help them fulfil these effectively. There are clearly designated leaders for Key Stage 1, lower and upper Key Stage 2 and overall Key Stage 2, with effective communication links. Everyone involved shares the commitment to the school's aims and ensures that they are reflected in all aspects of their work. The very large group of additional staff is well managed and trained; staff development programmes are clear and well executed. Lunch time supervisors have not been trained and are sometimes unclear about the best way to proceed when dealing with difficult behaviour. Special educational needs provision and administration are well managed. Assessment is well led and very effective. Subject co-ordinators are clear about their duties and responsibilities. Administration and daily routines are well established, clear and purposeful. Correspondence for parents is helpful.
- 90 Other aspects of management which have had particular impact in recent years have been the appointments made of new staff to lead in some areas linked to the key issues of the last inspection report, particularly the matter of the quality of teaching in Key Stage 2. These strategic appointments and plans have resulted in clear leadership and a strong sense of purpose in Key Stage 2, with careful monitoring programmes being implemented. The outcomes are effective: all teaching is satisfactory or better and a very good proportion is very good or even excellent. Linked very closely to this development has been the whole school drive to improve assessment skills and use assessment processes effectively and the considerable efforts to put all of these professional developments into practice as the National Literacy and Numeracy Strategies were adopted and implemented. Leadership in Key Stage 1 has recently been affected by a new appointment, but clear developmental plans are emerging to strengthen curriculum links between the early years and Key Stage 1.
- 91 There is a delegated governing body representative for pupils with special educational needs. The school has an effective policy for special educational needs, which is reviewed annually. The support from the many outside agencies for pupils who have special educational needs is very well managed within the school. Statutory requirements for assessment, recording and reporting relating to these pupils are fully met.
- 92 The school development plan is an effective document which is based on careful analysis and prioritising. Clear management processes ensure that everyone understands how their particular contribution influences the whole school outcomes. The development of management skills is given good attention. Processes involving all managers in reviewing, monitoring, giving feedback and providing guidance in new directions are all contributing to school improvement.
- 93 Since the last inspection, when management and administration were judged to be good, there has been clear attention to addressing those aims which relate to academic achievement, while the approach to the pastoral aims has been strengthened. The pupils have been carefully assessed and organised into ability sets for literacy and numeracy lessons. Higher and lower attaining pupils receive carefully matched work. Strategic management is a growing strength, and those members of staff who have been promoted into management positions are being guided into developing very effective monitoring skills. All members of staff have improved their assessment skills, and monitoring of pupils' progress is well understood and effective in all parts of the school. There is uneven provision for Collective Worship, but otherwise, all statutory requirements are met.
- 99 **Staffing, accommodation and learning resources**
- 94 The school has sufficient experienced and suitably qualified teachers to meet the demands of the National Curriculum, religious education and the education of children under five. They have appropriate qualifications or experience in the subjects for which they have responsibility. Support staff are also experienced and work closely with class teachers to enhance the effective delivery of the curriculum. The contribution to the pupils' learning and progress by all staff is a strength of the school.

- 95 Teachers have appropriate job descriptions and curriculum responsibilities. Their role as subject co-ordinators is enhanced by non contact time enabling them to monitor and evaluate the work that is undertaken and the standards achieved. The staff are keen to extend their expertise by attending courses that are appropriate to the needs of the school. They effectively share their experiences with colleagues in meetings and through written documents. A system of appraisal is in place for all staff. It is viewed positively by participants and is a useful vehicle for targeting personal development and increasing communication between members of staff.
- 96 The school's administrative team work conscientiously and offer a warm welcome to visitors thus making a positive and valuable contribution to the ethos and smooth running of the school. The school's site superintendent, cleaners and kitchen personnel all provide a caring environment in which children feel secure. Lunch time supervisors have not had training to help them become more effective in their work,
- 97 The well appointed accommodation enhances learning and enables the National Curriculum to be taught effectively. The buildings are clean, bright and well maintained. The school is fortunate to have the use of two halls which are used effectively for assemblies, physical education and as dining accommodation. The mobile classrooms provide satisfactory facilities for the numbers currently using them. The school provides satisfactory access for disabled pupils. Since the last inspection the school has created two new library areas for use of Key Stage 1 and Key Stage 2 pupils. They are having a positive effect on the teaching of library skills. The school also makes very good use of the community library situated near the school. Throughout the school, a wide range of attractive and colourful displays help to create a stimulating environment and support the topics being studied. This is particularly noticeable with the Year 5/6 geography displays contrasting and comparing St. Lucia in the Caribbean and Heptonstall in West Yorkshire with Middleton. They are a credit to the time and attention paid to this aspect of the work by the staff.
- 98 Outdoor facilities are good for both key stages. There are ample hard play areas including adventure playgrounds for the pupils to enjoy. An expansive grassed area provides good facilities for games, sport and play during fine weather. Children under five and reception children have their own separate fenced areas. There is also a wild garden area which provides a resource for scientific investigations. Very good use is made of the accommodation by the local community. Activities take place on the premises most evenings and the rugby club uses the school's ground at weekends. Although several attempts have been made, the governors have not yet solved the problem of joint access for pupils and vehicles highlighted in the previous report.
- 99 Resources are very good in English, science and for the children under five. They are good in geography, history, physical education and for pupils with special educational needs. Resources for mathematics, art, music and religious education are satisfactory though there is a shortage of keyboards and tuned percussion instruments in music and artefacts in religious education. Resources for design technology and information technology are unsatisfactory. Teaching staff use resources carefully, pupils respect materials and take care of equipment in the classroom. All equipment is well stored and readily available. Effective use is made of resources in the immediate environment, including the museum service. There are residential visits for Key Stage 2 pupils.
- 105 **The efficiency of the school**
- 100 The overall standard of financial control is very good. All involved make clear efforts to use the school's resources to support the school's work and aims effectively. Governors have good understanding of the process and contribute well towards the school's efficiency.
- 101 The school is carrying forward a large deficit which was created by unfortunate circumstances linked to staffing and utilities costs. Financial planning is well in line to have this wiped out early next year, well before the allocated date set by the Local Education Authority.
- 102 Educational developments in the school are based upon careful analysis and appropriate priorities. There are good financial plans and arrangements to support each target, with careful monitoring of all expenses and budgets. School development is monitored to ensure effective outcomes.

- 103 The funding for pupils with special educational needs is used very effectively to provide sufficient support staff within the classroom situation to maintain optimum access to the curriculum and functional integration in lessons: for example, one child in the reception class who has severe needs has full time nursery nurse support, as well as receiving speech therapy.
- 104 All administrative arrangements are secure and effective. All records are regularly up-dated, and balanced monthly against Local Education Authority totals. Governors receive a very high standard of documentation and information to support their budget monitoring work. Day to day monitoring is thorough and effective. The few minor recommendations made in the most recent auditor's report have been implemented in full. Cost saving measures are explored at all times. Members of the teaching staff all have some experience with budgeting and making priority decisions with regard to classroom stock.
- 105 The school's staffing arrangements are of high quality; teachers are very effective in their work and the many additional members of classroom staff add to the very good profile of teaching quality. Good efforts are made to keep up to date and to implement new developments effectively. Classroom resources are used carefully and effectively, but some areas of the curriculum are still under-resourced, as they were at the previous inspection. the accommodation is well maintained and utilised effectively for teaching and learning. Time is used well in the school, with lessons starting promptly, and most moving at an effective pace.
- 106 The school is clearly adding value to the education of its pupils. Given the very low attainment levels on entry, the very low socio-economic factors represented in the school community, the improving progress being made by all pupils in their learning; the satisfactory and improving attainment; the good attitudes and personal development; the very good behaviour of the pupils, and the very good teaching in the early years and in English and mathematics in all parts of the school, the school gives very good value for money, albeit with a high expenditure per pupil.

PART B: CURRICULUM AREAS AND SUBJECTS

112

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

- 107 The school's provision for children under five is very good with many excellent features. The high quality of the teaching, planning and assessment highlighted at the last inspection continue to have a very positive influence on the progress children make.
- 108 Children under five usually spend at least three terms in the nursery on a part time basis before transferring to the reception classes. Children whose fifth birthdays fall in the autumn or spring term begin full time school at the beginning of the school year. Those with fifth birthdays in the summer term start school after the Christmas holidays.
- 109 The curriculum for children under five is based on the 'Six areas of learning' and provides the children with broad and balanced experiences. The school provides a wide range of very challenging and focussed experiences, which promotes children's learning in language and literacy, mathematics and personal development.
- 110 The overall attainment levels of most of the children entering the nursery are well below those expected nationally and many of them have very poorly developed speaking and listening skills. A significant number of children have special educational needs. The majority of children make good progress; however, this is insufficient to enable most of them to reach the desirable outcomes by their fifth birthday.

Language and literacy.

- 111 The nursery and reception classes place considerable emphasis on developing children's language and literacy skills. They provide a wide range of very effective experiences and activities to develop and extend children's speaking and listening skills. In both classes children are encouraged to share conversations with adults and are given good role models to develop their spoken language. However many children find sustained conversation difficult and their responses are often limited to one or two words. In the reception class, children are becoming more attentive listeners. They enjoy listening to stories and rhymes and are beginning to join in with enthusiasm. Excellent structured play situations provide a variety of rich opportunities for children to use and extend their vocabulary. Clearly labelled displays, alphabet and sound friezes and name cards help children develop early reading and writing skills. Very comfortable and inviting book corners promote a love of books which children are learning to handle with care. Children are encouraged to sit quietly at story time and imaginative resources such as 'Mrs Honey's elaborately decorated hat' are brought into the nursery to bring story time alive. In the reception class, children become familiar with the characters of the reading scheme and higher attaining children recognise their names in books and around the room. Few children are able to recognise initial sounds. A wide assortment of pens, pencils, felt tips and crayons encourage children to make marks on paper and some children are drawing recognisable pictures. Self-registration encourages children to recognise their own names. A few older children are able to write their own name with increasing accuracy using capital and small letters.

117 Mathematical development

- 112 The nursery and reception classes provide a very good range of activities to promote mathematical understanding. Children have opportunities to compare, match, sort, order, sequence and count using a range of games and experiences. Through well-planned topic work they explore number, pattern, shape and measurement. Tape measures and spirit levels are available in the construction area to develop children's understanding of accuracy when creating their models from hollow blocks or wooden blocks. Teachers place great emphasis on developing appropriate mathematical language and children are encouraged to consider number, size, shape and position when playing with small world toys. Children are introduced to two-dimensional and three-dimensional shapes. Different shaped paper is available to draw and paint on and

children are beginning to recognise and name triangles, circles, squares and rectangles. Children in the reception class use cuboids to create their own models of trains or an imaginative 'rat house'. With support, reception class children are able to count how many boys and girls are present each day and then work out how many children there are altogether. The structured play in both classes provides excellent opportunities to extend numeracy for children under five.

Knowledge and understanding of the world.

113 Children have very good experiences to help them to develop an understanding of the world around them. They learn about the passage of time through celebrating birthdays and festivals. Children record which day it is and talk about the weather and the changing seasons. Displays of natural materials such as flowers, nuts, leaves, branches and small stuffed animals encourage children's inquisitiveness. They use magnifying glasses and bug boxes to examine things more carefully. In the nursery children observed the changes which occur when oil and water are mixed. In reception children examined dry and wet sand and were learning new words to describe the differences. Children are provided with an excellent range of materials with which to construct models. They use cutters, paddles, scissors, and mashers when working in the clay and playdough. They show increasing confidence when cutting, folding and sticking. They choose from paper clips, sellotape, rubber bands and staples to join their models. Children greatly enjoy sewing and create very interesting collages and calendars. Children are learning to operate the tape recorders and programmable toys. Children work together well to create imaginative buildings and vehicles from the excellent range of construction toys available.

119 Creative development

114 Children enjoy a very good range of experiences in art, music, story and imaginative play. Through such experiences children are encouraged to use appropriate vocabulary and to develop their use of language to express ideas. Children in the nursery have daily opportunities to play musical instruments and have drawn pictures of their favourite songs such as 'Humpty Dumpty'. Children have opportunities to select and use materials in a variety of ways. They choose from a wide range of materials to create pictures, paintings, collages and junk models. They use sand, water, clay and play dough. Where appropriate, small world animals, people, vehicles and building bricks are added to these activities to encourage children to create exciting imaginary lands. Role-play is given a very high priority in both the nursery and reception. Children dress up as family members, waiters or shopkeepers. Resources are of a very high quality to stimulate children's imagination and encourage them to make up stories and develop and extend their thinking.

120

120 Physical development

115 Very good provision is made for children's physical development in the nursery. Many children come into school with poorly developed physical skills. In the nursery children have well planned daily opportunities to use wheeled toys, small apparatus, climbing frames and slides. Outdoor toys are imaginatively arranged to extend and challenge children's skills. They are learning to run, hop, skip and jump and balance with increasing co-ordination. Both nursery and reception classes have access to an excellent adventure playground. Older children in the reception classes have daily 'playtimes' in their own area but this is mainly recreational. Although structure physical education lessons are provided these are insufficient to develop further their physical skills. Emphasis is placed on developing children's skills when handling tools, construction toys and malleable materials.

121

Social and personal development

116 Children's personal and social development is given a very high priority and particular emphasis is given to helping children develop positive behaviour. By the time children move into reception this has been very effective and children behave very well. Daily routines are used very effectively to develop children's independence and social skills. Milk time is made into a sociable occasion with addition of fresh flowers and attractive place mats on the table. Staff talk with children while they are having their snacks and good table manners are encouraged. Children in both classes enjoy coming to school and are very eager to learn new skills and to explore new ideas. Older ones work independently for sustained periods of time and take great

pride in their achievements. Children are able to choose their own activities and stay involved for some time. Some older children in the reception class still lack confidence and independence and need considerable encouragement to respond to teachers' questions and comments. Relationships are very good and children feel secure and valued. Circle time encourages children in the reception classes to reflect on their feelings, actions and experiences. Children are learning to co-operate, share, discuss and solve problems in a variety of well-planned situations.

122

122 **Teaching**

117 Teaching in the early years is very good and often excellent. All staff have a secure understanding of the curriculum for children under five. They understand how young children learn and the importance of play and first hand experiences. Lesson plans are very clear and detailed with appropriate learning objectives to support children's progress towards the desirable outcomes. Teachers and classroom support assistants are very enthusiastic and have high expectations of the children. Staff work very well together and this has a positive effect on the quality of the learning. Experiences are exciting, interesting and challenging and are focussed very closely on what children need to learn. Activities are extremely well organised and appropriate to promote language and literacy and mathematical development. For example most activities and resources are labelled and have silhouette shapes to help children with number and literacy. Activities have explanations as to their purpose and relationship to the desirable outcomes. This provides useful reminders to volunteers and parents to help them provide effective support for children's learning. There is a very good balance of teacher directed activities and child initiated ones. Staff provide very effective support for all activities, interacting to check and extend children's understanding. Teachers in the reception class are implementing the literacy and numeracy strategies in a way that is appropriate for the needs of the children in their classes. However some children are missing out on some of the well-planned activities to promote literacy and numeracy and have insufficient guidance in choosing tasks. Behaviour is given a very high priority in both classes and unacceptable behaviour is not permitted. Staff know the children very well and are very sensitive to the needs of individual children. Sensitive, shy children are encouraged to take part in all activities and to develop friendships with other children. Demanding children and those with special educational needs are treated very sensitively to help them cope with the routines of school. Praise, encouragement and a reward system are very effective in promoting positive behaviour and personal and social development. Children are given very clear instructions about what it is they are expected to do and how they can improve on their skills. Attractive work cards carry pictures and print to stimulate ideas and extend children's learning. Staff use questions, comments and observations very well to assess children's progress and to plan for future learning. Baseline assessment is used very effectively to help teachers plan an appropriate learning environment for children. All staff contribute to a detailed assessment and record system which indicates children's progress towards the desirable outcomes. These provide a very useful record of children's progress both for parents and for teachers.

123 **ENGLISH, MATHEMATICS AND SCIENCE**

123 **English**

118 By the age of seven, pupils' attainment in English is well below the national average and by eleven years, it is below the national average. However, since the last inspection in January 1996, a new subject co-ordinator for English has been appointed and the Literacy Hour has been very well implemented. As a result, the school has been able to focus clearly on raising achievement and standards are starting to rise.

119 In the 1999 national reading tests for seven year olds, 64 per cent of pupils attained the expected Level 2 or above. Overall, although the school's reading results were 9 per cent higher than in 1998, the results were still very low in comparison with national averages. Pupils performed less well in the writing tests and were well below the national average. Comparisons with the results of similar schools in the 1999 tests are not yet available.

- 120 Between 1996 and 1998 the attainment of seven year olds in reading and writing was very low in comparison with the national average. The 1999 results show a rise in the proportion of pupils attaining the expected Level 2 in the reading tests, but a fall in the proportion of pupils attaining the expected Level 2 in the writing tests. The school has made a very careful analysis of these results and appropriate action has been planned to address the weakness in writing.
- 121 The attainment of seven year olds in speaking and listening is well below average for their age. Pupils lack the confidence and vocabulary skills to express their views and opinions in class. However, during Literacy Hour, pupils do listen carefully to their teachers and to other pupils. In circle time, pupils are also developing their speaking and listening skills effectively. Lack of skills in speaking and listening is having an impact in other curriculum areas, for example in physical education classes younger pupils find it difficult to listen carefully to their teacher, which is affecting their progress. This is also seen in the Numeracy Hour, when lack of oral skills affect progress in number work.
- 122 By the age of seven, standards in reading are below average, but are above those in speaking and listening and writing. The school promotes reading very well and the classrooms contain a wide range of good quality books. Very good use is made of Middleton Community Library, with young pupils helped to choose books carefully and then enjoy reading them with teachers and friends in the classroom. When reading independently, higher attaining pupils show a high level of interest in books, use a book appropriately and identify the difference between pictures and text. Lower attaining pupils, including those with special educational needs, are given good classroom support to develop interest and fluency. Many pupils do not take their reading books home regularly, or share reading books with their parents, although the school does try to encourage parents in reading with their children by producing a guidance book for parents on “Helping Your Child To Read” and a “Reading Together Record”.
- 123 Seven year olds attain standards in writing that are well below the national average. Handwriting skills are unsatisfactory, with no consistent style of writing or presentation. Higher attaining pupils can write a short story showing a clear sequence of ideas and are beginning to use key words to make a sentence using words from the Biff and Kipper books. Lower attaining pupils, including those with special educational needs, are given very good support, for example in sequencing pictures and then writing simple sentences. Overall, the pupils’ standard of presentation of their written work is unsatisfactory.
- 124 In Key Stage 2 pupils performed better in the 1999 English tests for eleven year olds and attained standards that were much improved on 1998. Although standards were still below the national average, 48% of pupils achieved Level 4 or above. National data to compare the performance of pupils with those in similar schools is not yet available.
- 125 Between 1996 and 1998 pupils’ attainment at age eleven years in the English tests was very low in comparison with the national average. Throughout this period, the girls’ results were only slightly better than the boys’. The 1999 test results for eleven year olds show a significant improvement, although attainment in reading is much better than attainment in writing, which is still weak. The overall picture since the school was last inspected in 1996 shows an improvement in standards of reading, but standards in writing and in the range of spoken vocabulary are still below national expectations.
- 126 By the end of Key Stage 2 when pupils reach eleven years, attainment in speaking and listening are still below average, but the oral work within the Literacy Hour is encouraging pupils to develop their listening skills. For example, pupils in a Year 5 class listen carefully to a reading from Zlota’s diary and give appropriate answers to questions. In Year 6, pupils discuss a biography of Alan Shearer and answer questions with an understanding of the text.
- 127 Eleven year olds attain standards in reading that are better than those in writing. In Year 4, pupils know how newspapers use layout and large type to influence readers and how important opening sentences are. In Year 5, pupils read for information; for example, when reading a short summary about William Shakespeare, they can use a highlighter pen to answer questions relating to the text. In Year 6, higher attaining pupils can read a brief account of a biography of Amy Johnson and can identify the key words in the text. Pupils of lower

ability and those with special educational needs are well supported in achieving their individual learning targets. All classrooms contain good quality reading books and other reading material is carefully chosen to interest the pupils. When reading independently, higher attaining pupils read fluently with expression and talk about their favourite author. Lower attaining pupils are developing strategies to read unfamiliar words. Many pupils are members of the local Middleton Community Library.

- 128 Pupils' attainment in writing at age eleven is well below average. The standard of handwriting and presentation is unsatisfactory, although some pupils are trying hard to improve their writing. In Year 4, higher attaining pupils can indicate what a verb is and identify a range of verbs from a shared piece of writing. Year 5 pupils can write a short account of their recent visit to Heptonstall, showing some interesting use of words. Spelling of simple words is usually correct and pupils are beginning to use dictionaries and a thesaurus. In Year 6, higher attaining pupils can write a short story giving the main ideas in chronological order and use a plan to precede a piece of autobiographical writing. Lower attaining pupils, and those with special educational needs, can use connectives in a sentence, but their handwriting, although usually legible, is often not joined in a consistent style of script.
- 129 Throughout the school, and particularly within Key Stage 2, the use of information technology to plan, draft, revise and edit their writing is not sufficiently used to develop their skills.
- 130 The progress pupils make in Key Stage 1 is satisfactory and good progress is made in Key Stage 2, particularly in reading. Pupils with special educational needs make good progress in both key stages due to the impact of good support. When pupils enter Key Stage 1 their vocabulary and listening skills are poor. Throughout Key Stage 1, satisfactory progress is made as pupils learn to sit still, listen and respond to instructions. Reading standards improve as pupils become familiar with books and word recognition. Writing skills improve very slowly but are still poor as pupils enter Key Stage 2. Progress is good in reading in Key Stage 2 and although progress can be seen, skills in writing are still well below the standard required.
- 131 Throughout the school, progress in literacy lessons is good with clear evidence of pupils extending their skills in reading, spelling and grammar. The Literacy Hour is having a clear impact on the attainment and progress of all pupils in English. Lessons are well planned with learning targets made clear, and pupils respond well to this structure. Literacy is promoted well across the curriculum, for example work in geography included reports and stories of the recent visit to Heptonstall and Hebdenbridge, while in history, pupils write their own stories about the Great Fire of London.
- 132 Pupils respond well in the majority of lessons and their behaviour in English lessons is good. They enjoy the Literacy Hour and work well with the good quality and interesting resources provided for them. Relationships within classes are good and in the majority of classes, pupils respond well to the challenges made by teachers. Pupils work well in pairs and small groups and can work independently when required to do so. A pride in their work is sometimes less evident, as presentation is very often unsatisfactory.
- 133 Overall, the quality of teaching is good, and often very good, with some excellent teaching seen in both key stages. No unsatisfactory teaching was seen in English lessons throughout the school. In very good and excellent lessons, teachers' subject knowledge is soundly based and opportunities are sought to extend, develop and challenge the pupils. Planning is very thorough with assessment opportunities clearly identified. Very good, consistent behaviour strategies are used, with frequent praise given to reward good attitudes. Of particular note is the excellent way pupils are helped to become aware of their own weaknesses and then given appropriate targets to address these. Pupils know their targets and appreciate this very structured guidance. Learning support for the lower attainers and pupils with special educational needs, is very well focused, making a positive impact on their progress in English. High expectations of both work and behaviour ensure a positive learning environment with very good relationships. Resources are carefully chosen and of good quality, particularly within reading. In less successful lessons, opportunities to develop the pupils' speaking and listening skills are missed and lessons lack pace and interest.

134 There is a positive ethos for the subject within school and teachers have implemented the Literacy Hour effectively. The English subject co-ordinator is well organised and liaises very effectively with the assessment co-ordinator. She is enthusiastic and has a thorough knowledge of the strengths and weaknesses of the subject across both key stages. Information from national and school based tests is analysed carefully and as a result of this analysis, the school has already planned strategies to improve the standards of writing and speaking and listening skills throughout the school. Clear educational guidance is given to all staff, who respond well with a professional desire to improve standards. Homework is now being used in a structured way to build upon classroom activities, although often homework tasks are not returned from home. Extra curricular activities include a drama club, which is well attended, particularly by the boys.

135 Resources for the teaching of English are good, particularly in the provision of good quality books. Displays throughout the school reflect the positive attitude teachers have to the pupils' work and reflect the work done in English in all areas of the curriculum. Resources are used well by the pupils who use books carefully and class monitors ensure that the library in particular is kept well organised and tidy.

141 **Mathematics**

136 Attainment is below the national average at the end of Key Stage 1 and Key Stage 2. Pupils in Key Stage 1 make satisfactory progress while pupils in Key Stage 2 make good progress. Pupils with special educational needs make good progress.

137 End of Key Stage 1 National Curriculum tests in 1998 show that attainment very low in relation to national expectations for pupils of seven years of age. The tests for pupils at the end of Key Stage 2 also show very low attainment. The school carried out a careful analysis of these results and introduced the mental arithmetic element of the Numeracy Strategy last year. The unpublished results from this years National Curriculum tests show that attainment in Key Stage 2 has risen by over 30% while the results for pupils of seven years of age show a slight increase in attainment. Inspection findings show attainment to be below the national average at both key stages.

138 By the end of Key Stage 1 the majority of pupils have a secure foundation in number. They can count to 100 and order two digit numbers. They use counting strategies to identify missing numbers on a 100 square number chart. They recognise odd and even numbers. They count in 2's and 10's. Higher attaining pupils use coins to make a total of 20 pence. Lower attaining pupils recognise coins and know that a £1 coin is worth more than a 10p coin. However they do not understand the equivalent value of coins. Higher attaining pupils understand that a metre is a unit of length and are beginning to estimate small lengths although these estimates are not reliable yet. In practical work they use a metre rule to measure and understand the importance of lining up the end of the ruler with a fixed point. Lower attaining pupils working with support can make towers of cubes to match the length of a small carton. Pupils take care when recording their work but many pupils still reverse numerals and the formation of numbers of lower attaining pupils is poor.

139 Higher attaining pupils understand the principle of multiplication and division, dividing two digit numbers by 2, 4 and 5. Pupils of average attainment can work out halves of 10, 20 and 100. They add and subtract within twenty. Higher attaining pupils can add two digit numbers. Lower attaining pupils add a single digit number to a two-digit number by counting on. Most pupils know the names and some properties of common two-dimensional and three-dimensional shapes. They collect class data and represent the information on class graphs and charts.

140 By the end of Key Stage 2 many pupils have a satisfactory basic knowledge of number and many have a good recall of facts including multiplication tables. They work in decimals and understand place value. Higher attaining pupils apply their knowledge of fractions to the construction of simple pie charts representing data collected. Lower attaining pupils collect data using tally marks and then construct simple bar charts. Average attaining pupils throw dice to work out the probability of obtaining a fixed number or a number meeting given criteria, such as a number greater than four. Most pupils know well the names and properties of a wide range of two and three-dimensional shapes.

- 141 Progress at Key Stage 1 is satisfactory overall. The teaching of pupils in ability sets at Key Stage 2 contributes to good progress. A significant factor to progress at both key stages is the high quality support given by classroom assistants and the teamwork between them and the teachers. Pupils make satisfactory progress in mental arithmetic as a result of regular oral work. The school has identified the area of using and applying mathematics as an area for further development and has included this aspect into their action plan. More use could be made of incidental opportunities for mental arithmetic during the day. For example counting opportunities when the youngest pupils line up or mental problems for older pupils as they wait for pupils during the change over for mathematics sets or before they can leave the classroom. Good progress in lessons occurred when the work set was well matched to the pupils' prior level of attainment and enthusiastic teaching motivated them. The introduction of mental arithmetic sessions and the open-ended approach to teaching within the Numeracy Strategy is having an impact on pupils' progress. There is the opportunity for further development in both these areas as the Numeracy Strategy becomes established and teachers become even more confident.
- 142 Pupils' behaviour in lessons is good. They are usually keen to contribute to lessons, listening to both the teacher and to each other. Pupils' concentration on tasks set is often good. Some younger pupils find it difficult to concentrate on their own and a few are slow to settle down when moving from a class session to individual or group work. Most pupils take a pride in their work and it is neatly presented although some pupils, particularly the younger ones do not find this aspect of their work easy. Key Stage 2 pupils are able to work collaboratively in pairs on shared tasks. In Key Stage 1 pupils share apparatus and help to clear way at the end of the lesson.
- 143 Teaching overall at both key stages is very good. At Key Stage 1, half is very good or excellent. At Key Stage 2, one fifth of the teaching is excellent. It is at least satisfactory in all lessons. The consistently very good teaching is having an impact on the raising of standards since the last inspection. The introduction of the regular mental sessions is raising the level of attainment in numeracy. In the best of these sessions pupils are excited and challenged by a brisk pace that is matched to their ability. Some sessions observed were too short and lacked sparkle to have maximum impact.
- 144 In the best lessons, planning meets the needs of the pupils, time is well used and the teaching enthusiastic. Well matched tasks enable pupils to make good progress, as seen in a Key Stage 2 lesson where pupils were introduced to the idea of probability by considering the numbers obtained by throwing a dice. Practical work then gave pupils experience, which was used effectively in the plenary session to reinforce the mathematical terms associated with probability. In a Key Stage 1 lesson very effective use was made of construction equipment to develop pupils' understanding and recognition of cubes and cuboids. Skilled intervention both challenged and supported individual pupils. A telephone was used imaginatively during a plenary session in another lesson on shape when pupils telephoned "the shape shop" to describe a shape that they wished to order.
- 145 Teachers' subject knowledge is very good and the management of pupils excellent. The organisation of pupils into sets in Key Stage 2 is effective and enables teachers to plan work that is well matched to pupils' ability. Teachers' short term planning shows satisfactory tasks for differing levels of ability within the set and clear learning objectives. These targets are clearly written on the board so that pupils know what they are expected to learn. Teachers' expectations are high in terms of behaviour and achievement but firmly linked to pupils' previous attainment. Assessment procedures and record keeping are very good. Teachers know their pupils and plan appropriate tasks for them. Support for pupils with special educational needs is very good. Homework is set regularly and is used to support pupils' numeracy skills.

151 **Science**

- 146 The 1998 end of Key Stage 1 teacher assessments placed the pupils well below the national average. When compared with schools with a similar intake the proportion of pupils achieving level 2 or above was broadly in line with the average, but below the average for the proportion achieving level 3.

- 147 By the end of Key Stage 1 pupils understand the senses. They identify sounds on a tape and indicate which picture on a lotto card matches the sound. They carry out an experiment using sand on a drum, learning that sound moves in waves. Investigating sight, they use the Braille alphabet letters, linking their investigations with the recent visit of a blind man and his guide dog. Pupils construct a moving picture which moves when rotated on a stick. They design and construct a pair of glasses using pipe cleaners. Pupils learn about the sense of touch, they classify various objects using suitable vocabulary. Year 2 pupils can discuss electricity. They know how to make a circuit, drawing a picture showing the bulb, bulb holder, wires and battery. Year 1 pupils identify appliances in the home that use electricity and those that do not. They study safety and identify dangers from the use of electricity in the kitchen. Pupils understand how seeds are dispersed in Autumn.
- 148 The results of the 1998 Key Stage 2 National Curriculum tests show that the percentage of pupils attaining the levels expected for their age was well below the national average. When compared with schools from similar backgrounds, the performance of pupils is broadly in line. There was improvement in the 1999 test results. The continued improvement in the test results over the past four years at Key Stage 2 is attributable to the improvement in the quality of teaching, concentration on the development of scientific language and the pupils' keen interest in investigative science.
- 149 By the end of Key Stage 2 the majority of pupils are able to plan an investigation and understand the need for a fair test. Year 3 and 4 pupils study magnetism, understanding how magnets attract and repel. They devise a fair test to investigate if all magnets are equally strong. Year 5 pupils investigate evaporation. They learn that heat is required for evaporation to take place. They take accurate measurements and record their results in table form. Year 5 pupils also carry out an experiment to find out if air is trapped in sand. They understand that an experiment may need to be repeated if an accurate result is to be obtained. Year 6 pupils know the uses of gases in every day life. They carry out an experiment to produce their own fizzy drink. They plan their investigation very carefully in a scientific way, predict the outcome and record their results appropriately.
- 150 At Key Stage 1, pupils' progress is satisfactory. Pupils are beginning to develop observational skills and make simple comparisons. They are building up knowledge of living things and growth. They are developing an understanding of classification and make progress in sorting and classifying. Their poor literacy skills impedes their progress in recording observations and investigations. Progress at Key Stage 2 is good. Pupils develop a broad knowledge and understanding by planning and carrying out experiments over a period of time. Pupils make good progress in applying mathematics to science but the use of information technology in science is underdeveloped. Pupils with special educational needs in both key stages make good progress according to their prior ability due to the excellent support they receive from support staff and their teachers.
- 151 Most pupils have a positive attitude towards science. Although some pupils in Key Stage 1 find it difficult to settle down at the beginning of lessons, pupils throughout the school are interested, listen well to their teachers and are keen to ask and answer questions. In group work pupils share equipment and help each other very well. Pupils treat apparatus and materials with care and clear away sensibly after experiments.
- 152 The standard of science teaching throughout the school is good. In the lessons observed across both key stages 30 per cent were judged to be satisfactory, 60 per cent were good and 10 per cent very good. The teachers have secure knowledge and understanding. Their planning sets clear objectives and takes into account the differing needs of pupils in terms of their ages and abilities. The majority of lessons begin with good introductions which capture the interest of the pupils. Teachers have good control of pupils. They have good rapport with pupils, inspiring them with their own enthusiasm for the subject. Lessons are well paced and structured and the resources provided are good. The pupils are encouraged to contribute and their contributions are respected. Appropriate attention is given to safety in all lessons.

153 The co-ordinator and science team have worked well to develop science throughout the school although literacy and numeracy have been the school's focus for development in recent years. The statutory requirements of the National Curriculum are met and planning to meet these requirements is good. Assessment is well organised and end of key stage national tests are carefully analysed and the results used to inform future planning. Resources are good, well stored in moveable trolleys and carefully used by staff and pupils.

159 OTHER SUBJECTS OR COURSES

159 Information technology

- 1 No direct teaching of information technology was seen. Computers are clustered so that a class has access to three computers at a time on a rota system. During the inspection classes at the end of Key Stage 1 and the start of Key Stage 2 did not have access to computers and no evidence of previous work was available due to the absence of the co-ordinator. Judgements are based on planning and on achievements of younger pupils in Key Stage 1. Since the last inspection the school has developed a satisfactory scheme of work and staff have received some training to increase their confidence in the subject.
- 2 The level of attainment at the end of Key Stage 1 is broadly in line with national expectations, and progress is satisfactory. Attainment at the end of Key Stage 2 is below national expectations and progress here is unsatisfactory. Pupils in Key Stage 1 use a tape recorder to listen to stories; stopping, starting and rewinding the tape. They follow a story on the computer, understanding that the images and text on the screen match that in the book. Pupils represent data collected about favourite jellies on a pictogram, using the mouse to move icons on the screen. By the end of Key Stage 2, pupils create holiday brochures on St Lucia, using information that they have accessed from a CD ROM. They draft and edit work that they store on disk.
- 3 Pupils do not have sufficient opportunities to learn computer skills in a systematic way. The clustering of computers allows teachers to plan the use of computers in their planning to support other subjects. However, the lack of systematic individual records of achievement and the sometimes long time intervals between opportunities for pupils to use computers limit their progress.
- 4 Throughout the school pupils' attitudes to information technology are good when they are given the opportunity to learn and practise skills. Pupils co-operate well when working in pairs and sustain good concentration when working individually. They show good levels of interest and apply themselves to the work for concentrated periods.
- 5 In classrooms where computers were present, teachers satisfactorily planned their use to support the teaching of other subjects, mainly in history and geography and sometimes in mathematics. The school has recently introduced a satisfactory scheme of work to support teachers and provide for continuity and progression. Teachers are confident in helping pupils when working on the computer, but there is little intervention to extend their skills or evaluate progress. In some classrooms, useful instructions on using programmes are positioned near the computer. Teachers do not systematically record the acquisition of skills or regularly assess pupils' progress in information technology. Some teachers keep a record of when pupils have had experiences on the computer.

164 Religious education

- 6 Attainment in religious education at the end of Key Stage 1 is below average when compared to the expectations of the Locally Agreed Syllabus. In Key Stage 2, only two lessons were observed in Years 3 and 4 during the inspection. Evidence gathered by looking at pupils' books and displays of their work, and talking to teachers and pupils indicates that attainment is well below expected levels by the end of the key stage.

- 7 By the end of Key Stage 1, pupils know a number of stories, such as the Good Samaritan, from the Bible. They can relate this story to their own lives because they know how they would like to be treated if they were in the same position as this injured man, but they are not all aware that this is a Christian story. In Years 3 and 4, pupils know that rules are necessary. They are aware of what they should or should not do to make their community safe, but they do not always relate their understanding to the rules first laid down by God or Jesus in the Bible. Pupils have studied the facts of how religion changed during the reign of Henry VIII. However, they have not grasped the understanding that events such as these have had a profound effect on people, which may affect them and the rest of their lives. No lessons were observed in Years 5 and 6, but from looking at pupils' previous work it is clear that they know many facts about the topics and religions they have studied and yet they have not looked in depth at the effects that religious beliefs have had on people in the world. They are not yet learning sufficiently from religion.
- 8 Pupils are making broadly satisfactory progress in the tasks set for them in lessons, and pupils with special educational needs are helped to make good progress towards the targets set for them. However, progress over time is affected by inconsistencies in the way teachers approach these tasks. For instance, pupils understand the difference between being kind or unkind. They know what is right and what is wrong and are beginning to develop an opinion about whether they are being treated properly at school or at home. Sometimes they role-play the characters from a story, but they do not always know the origin of the story. Provision is not carefully planned to ensure the development of understanding, and overall progress is unsatisfactory.
- 9 Pupils' attitudes and their responses to the tasks set for them are at least satisfactory and are good in half the lessons observed. They enjoy role-playing the characters in stories and are eager to answer questions. Pupils listen carefully and work quietly when carrying out written tasks. They willingly share their ideas with others. The views of other pupils, including those with special educational needs, are valued and respected by the all pupils in their classes.
- 10 Only a limited amount of teaching in each key stage was observed during the inspection, particularly in Key Stage 2. The lessons taught were at least satisfactory and half of the teaching was good. The locally Agreed Syllabus has recently been changed to identify the difference between learning about religion and learning from religion. Teachers have spent much time in planning their curriculum based on the revised locally Agreed Syllabus, and where possible fitting it in with the school topic plan. They have set appropriate learning targets for pupils for the end of each key stage and at the end of Year 4. Throughout the school, but in Key Stage 2 especially, although teachers' knowledge and confidence are developing, the links between attainment targets are not yet strong enough to ensure that pupils learn from religion by studying the effects of peoples' beliefs and practices. For instance pupils have not yet grasped in sufficient depth how people who are being persecuted for their beliefs have suffered because of the attitudes of others towards religion. In addition, pupils do not yet have enough opportunities to use information technology for research or writing in religious education.
- 11 Although much remains to be done, since the last report the school has made good progress in ensuring that the correct amount of time is being spent by pupils in learning about religion. The school ensures that the co-ordinator has time for monitoring pupils' work. Plans for teaching and assessing the newly revised locally Agreed Syllabus are now in place. All teachers, but particularly those in Key Stage 2, will benefit from more training to enable them to identify more differences between the teaching of personal and social education and religious education: at present there is some confusion of these.
- 12 The local clergy are regular visitors to the school, taking assemblies and talking about their work to pupils in lessons. Pupils visit the local Christian churches and there are plans to visit the Jewish Temple and the Islamic Mosque. Religious education makes a good contribution towards pupils' social and moral development, but the school has not yet developed sufficient ways of including the spiritual dimension into lessons or assemblies by allowing more time for pupils to reflect on their thoughts or prayers. Pupils' cultural understanding is beginning to improve as they study religions from other cultures, such as the festival of light from the Hindu. The school makes good use of the resources it has and those it can borrow, but currently there is a shortage of items to allow pupils to see how special artefacts are used in the many different religions.

- 13 Progress in art is satisfactory at both key stages. Progress in the design element is variable within art and poor in design and technology. The provision for art is continuous and effective. The provision for design is sporadic and unsatisfactory. The design and technology curriculum is to be developed through application of the recommendations in the newly adopted scheme from the Qualifications and Curriculum Authority, which will be started in the school next term. Skills of design are identified in topic planning, but at present are not planned with sufficient attention to progress.
- 14 The art element of the creative curriculum is much stronger. Pupils' progress is evident as they move up the school. In Year 1, building on the good creative experiences from the early years, pupils use ready mixed paint to produce fire effects, use art-straws to create a skeleton picture and show effective control of brushes and spreaders. In Year 2, pupils select from a fabric range to identify textures they need to create a collage picture. In Years 3 and 4, pupils explore Viking designs and apply them for their own designs which are then carefully transferred to clay to make brooches. Further developments involve information technology when pupils build up Viking patterns on the computer. Pupils in Year 5 show very good observational skills as they consider the works of Rousseau and use them as a reference for their own sketching and drawing. In Year 6, there is close observation of the landscape and buildings, with opportunities for pupils to make a choice about the media they will use. Still life arrangements are sketched, either in part or in total, and clay is used to develop three dimensional work on buildings.
- 15 Evidence from around the school and from the work of the previous school year shows that this rich approach, supporting the termly topics, gives pupils a good range of experience in art. They have good opportunities to see the work of famous artists, such as Mondrian and Lowry; they make designs which they use for decorating T-shirts as they study St. Lucia; they build up paper mache to make Viking shields and helmets and they explore the work of local artists, developing associated styles. This curriculum for art is good. It offers opportunities for pupils to use a growing range of media and to work in two and three dimensions. In terms of the content and the development of each activity, it is a well planned curriculum. There is some attention to skills and techniques related to the chosen tasks as the individual schemes of work for topics are developed. Teachers of classes which are developing the same topic plan closely together and produce a high level of co-ordination. Planned skills development through the years is not evident, as there is no overall scheme of work to support developments in each term and ensure incremental outcomes over the primary years. Some pupils use sketch books, and those seen show reference to individual exercises in techniques such as sketching or representing a perspective view, but longer term development cannot be tracked. There has been some use of artists in school to extend pupils' knowledge and experience.
- 16 All art teaching was satisfactory or better, with half the Key Stage 1 teaching being good, and half the Key Stage 2 teaching being very good. Teachers plan and prepare with care, and give very good guidance to their support staff, who often lead art activities with small groups of pupils. Planning is thorough and materials are well organised. Tools and materials are of satisfactory quality. All those seen teaching gave clear instructions, and younger pupils were expected to set up and organise their own art table, under supervision. Intervention by the adults in charge was always sensitive and helpful, and in the best lesson, included useful questioning and guidance. Teachers purchase their own art materials with guidance from the art co-ordinators. The range in use at present is satisfactory, and classroom resources are well organised.
- 17 The school contains very extensive art displays in all parts. These show the richness of the topics and the range of opportunities made for art in the curriculum. They enhance the interior of the building and celebrate the work done by pupils. Artefacts and pictures which give information related to the topics extend this visual element of the school environment. Work is presented effectively, and teachers add appropriate pieces of text, titles, information and illustrations which add to the well co-ordinated topic information on all corridors.
- 18 Art is co-ordinated by two members of staff, who work together well. They give guidance to all who need it about how to proceed with art activities. They contribute extensively to planning for art and design, helping to enrich the creativity within each planned topic. The policy for art is carefully constructed around clear aims for the subject which reflect the aims of the school. This policy makes clear the role of all staff in supporting and

developing art, and all practice seen indicated that policy is transferred into practice as a matter of course. The policy makes clear the need for encompassing design and craft, and the school has embraced this policy well. A full list of resources to support the subject is attached for reference by the staff. There is written guidance about line, tone, texture, pattern, colour, shape, form and space. There is some evidence in parts of the school that this guidance is used by staff.

- 19 In the previous inspection, attainment in art was found to be in line with national expectations, although there was some under-achievement at Key Stage 2. Attainment in design and technology was judged from only very limited evidence, and was average in Key Stage 1 and below average in Key Stage 2. The present situation shows some advances in art, given that all pupils are experiencing effective art activities, and making sound progress with a satisfactory range of media and techniques. They develop satisfactory skills in art. There is no evidence of extended skills or of knowledge and understanding which is above the average. The position for design and technology shows further deterioration from a weak situation of four years ago. There is now insufficient evidence to make a complete judgement, and progress indicated in this area is poor. Where design occurs in art provision, it is useful, but its lack of planned progression limits its impact. The school's rich approach to art provision would justify more attention to these matters, and the intention to utilise, when they are published, the expected art and design documents from the Qualifications and Curriculum Authority, will present an appropriate opportunity.

178 **Geography**

- 20 No geography lessons were scheduled to take place in Key Stage 1 during the inspection. Judgements are based on discussions with pupils and teachers, scrutiny of pupils' work and teachers' planning.
- 21 Pupils in Key Stage 1 make satisfactory progress. By the end of the key stage pupils have studied and can recognise different types of housing. They know where they live and can describe the way to school satisfactorily. Pupils study their own locality and consider how they can make Middleton a safer place. They contrast Middleton appropriately with the seaside.
- 22 Pupils in Key Stage 2 make satisfactory progress. Pupils in lower Key Stage 2 contrast life in Middleton with that in Chambakoli in India. They compare houses, travel, toys, clothes, jobs, food and weather in the two locations. Pupils in Year 4 use large scale maps of the area near York to trace early Viking settlements making a useful link with their history project. Upper Key Stage 2 pupils visit Heptonstall in West Yorkshire as part of their investigation to compare and contrast Middleton with St. Lucia in the Caribbean and Heptonstall. Year 5 pupils carry out exercises to improve their mapping skills. They are familiar with co-ordinates and can use them to identify positions on a map of Heptonstall. Other pupils use computers to make a holiday brochure advertising St. Lucia. Year 6 pupils contrast differences in buildings between Middleton and Heptonstall. Pupils understand how different locations affect what people do for a living. They are very keen to contrast amenities for children and notice that the amenities in Heptonstall are not vandalised. Pupils write an account of their visit using original notes. They redraft their work, though many do not achieve a good standard of presentation. They follow a set pattern of questions and establish clear criteria for investigating a village. In both key stages, pupils with special educational needs make satisfactory progress according to their prior ability.
- 23 Pupils respond well to geographical work. They enjoy the questioning and discussion sessions and some pupils make good contributions to the lessons. Pupils work well together in groups. They share equipment and help each other in their studies. Behaviour is at least satisfactory, and often good. Pupils show high levels of interest.
- 24 The quality of teaching in Key Stage 2 is good. Teachers are confident in their knowledge and understanding of the subject, and plan lessons well. They often capture the interest of the pupils; they manage time and resources effectively. Where teachers have given due consideration to pupils' attainment, groups are set different tasks and are given time to tell the rest of the class what they have found out. Sometimes, good links are made with other subjects, such as the study of the Vikings in history.
- 25 The co-ordinator has only recently taken responsibility for the subject. The subject is now well organised. Resources are of good quality, well stored and used carefully by staff and pupils.

184 **History**

- 26 There was no judgement on standards and progress in the last inspection report due to insufficient evidence. Progress overall across both key stages is good for all pupils including those with special educational needs. By the end of Key Stage 1, pupils have a good understanding of the past and present and are developing a good sense of chronology. Through studying Samuel Pepys' description of the 'Great Fire of London' pupils in Year 2 are learning the meaning of an 'eye witness' account. They are able to write their own newspaper report on what they might have seen had they been there at the time. Pupils display good knowledge of the events surrounding the fire. They are aware of the fire starting in Pudding Lane and the effects of the fire on people's lives.
- 27 Pupils in Key Stage 2 are developing a good understanding of the difference between primary and secondary sources and use these effectively to compare their own lives with those of the Vikings, Tudors or people in the Britain of the 1930s. Pupils in Year 4 think very deeply about how to use and interpret evidence such as artefacts, books, maps and pictures. They offer accurate suggestions about the various jobs the Vikings had, basing their theories on archaeological findings in Jorvik.
- 28 Pupils are animated and excited about their history lessons. They have very good attitudes to work and are eager to contribute to meaningful class discussions. Pupils are particularly interested in how people lived in past times; what sort of homes they lived in; how children were educated and what illnesses and cures they had. They are very keen to explore new ideas and exchange these with each other. Pupils were fascinated with an excellent display of artefacts from the Leeds museum services.
- 29 Teaching is good in Key Stage 1 and very good in Key Stage 2. There is evidence of some excellent teaching. Classroom assistants provide very good support for pupils with special educational needs. This ensures pupils enjoy history and make the same progress as their classmates. Teaching is excellent when enthusiastic descriptions and first hand materials fire pupils' imagination and recreates the past very vividly. Teaching successfully recreates the past for pupils, who become engrossed in people and events from a bygone age.

188 **Music**

- 30 Pupils are making at least satisfactory progress in Key Stage 1 and some lessons were observed where pupils were making good or very good progress. However progress across Key Stage 2 cannot be measured satisfactorily because many lessons were cancelled due to the absence of the specialist music teacher. In the lessons observed, pupils made satisfactory progress, including those with special educational needs.
- 31 In an excellent lesson in Key Stage 1, pupils were making very good progress in playing and controlling percussion instruments correctly, They successfully followed a sequence of pictures which told them when to play their instruments. Pupils in Year 4 kept to the beat as they developed their skills in hand jiving to the music. In Year 6 pupils were revising their ability to perform rhythms using different pictures as a stimulus. Because of the absence of the specialist music teacher, lessons in singing for Key Stage 2 pupils, and all instrumental lessons, were cancelled.
- 32 Pupils' behaviour and response to their music lessons are good, but they are better in Key Stage 1 than in Key Stage 2. Some pupils in Key Stage 2 are aware that the tasks set for them by some teachers are not always challenging enough. Pupils listen carefully to instructions and to each other and enjoy playing their percussion instruments or clapping rhythms. Behaviour is variable, and is unsatisfactory if lessons are unchallenging.

- 33 The quality of teaching seen during the inspection is broadly satisfactory throughout the school, and one excellent lesson was observed in Key Stage 1. However, the full range of teaching was not observed due to the absence of the specialist music teacher. Teachers in both key stages have differing strengths according to their individual skills in music. The school has no audio or video tapes to demonstrate the impact of the quality of the current teaching of music, nor of music performed during the previous school year. Pupils have not been involved in any information technology, for instance through learning to audio record tapes of their own work whilst performing or singing pieces, or in performing their own compositions. The absence of the main music teacher has limited judgements about the quality of teaching in music.
- 34 The school has in place a good policy and a suitable scheme of work which contains tasks linked to the National Curriculum. However, the tasks do not build successfully on previous work to ensure that all pupils are developing their musical skills through understanding the elements of music as they move from year to year. Time for monitoring the curriculum is in place but evidence of outcomes was not available. Resources for music are generally sufficient, but there is a shortage of tuned percussion instruments and keyboards, and there are no CD ROMS for computers to enable pupils to develop their research skills.
- 35 Music provides good social development through the enjoyment of singing together in large groups and developing musical skills in class, but the range of music from other cultures which is planned, performed and studied is limited, as it was at the time of the previous report.
- 36 The choir regularly takes part in concerts in school, and in concerts organised centrally by the Local Authority in Leeds Town Hall. There are a number of instrumental lessons available to pupils on violin, cello, recorder and keyboard, which the school pays for. This good provision enhances music in the school.

195 **Physical education**

- 37 Although it was not possible to observe the full range of work in physical education, scrutiny of work in planning, curriculum policy documentation and schemes of work, and discussion with the physical education co-ordinator and the site superintendent, all indicate that the school delivers an appropriate curriculum. Dance, gymnastics and games are delivered at Key Stage 1, with additional athletics, swimming and outdoors adventurous activities at Key Stage 2.
- 38 The National Curriculum requirement that all pupils in Key Stage 2 swim safely for at least 25 metres is partially met, with 80 per cent of pupils achieving the required target in 1998. The physical education co-ordinator estimates that the same percentage of pupils will achieve this in 1999. Pupils receive an intensive period of swimming during Year 4, when pupils have lessons at the local pool. Pupils are also involved in the swimming gala in South Leeds every year. This year the school achieved second place.
- 39 By the age of seven, pupils are able to change into their clothes for lessons with little assistance and can take part in a warm-up activity. They are beginning to appreciate and be aware of the effect of exercise upon their bodies. Reception pupils are developing an awareness of space when they join hands to form a circle and can follow the rules of a simple game. Pupils in Years 1 and 2 can throw and catch a beanbag with a partner and apply the skills learnt when using small and large balls in throwing, catching and aiming activities.
- 40 By the age of 11 years, the health aspects of physical education are further developed, with Year 6 pupils finding their resting pulse before exercise and then noting the increase in pulse rate after a period of jogging during a warm-up activity. In dance, pupils in Year 3 can respond to music by making a sequence of movements in a controlled way to interpret the sun rising, and display good movement skills when they “catch a rainbow and jump over puddles” in time to the music. In games, pupils in Years 5 and 6 can practise passing a ball using a variety of skills associated with netball. Pupils can identify the rules relating to netball, follow instructions carefully and use appropriate vocabulary to identify specific skills, for example pivot, intercept, mark and dodge. Residential visits planned each year for Years 3, 4, 5 and 6 pupils to Cober Hill in Scarborough and Buckden House in Skipton, make a very positive contribution to the outdoors and adventurous aspects of the curriculum.

- 41 Throughout the school, pupils make satisfactory progress in developing and improving their skills in gymnastics, games and dance. Pupils with special educational needs make good progress due to the very good support given to enable them to access the full curriculum. The pupils in the reception class make good progress in self-help skills when dressing and undressing, and in their ability to use large spaces safely in the Hall. Pupils in Year 1 and Year 2 have poor listening and concentration skills, and this affects their ability to follow instructions carefully, making their progress only just satisfactory. Pupils in Years 5 and 6 make satisfactory progress in the knowledge and understanding of rules relating to specific games and good progress, particularly in Year 6, in the development of skills in dodging and marking with a partner in a non-contact game.
- 42 The majority of pupils respond with eagerness and enthusiasm in their physical education activities. They respond well to the challenges given by their teacher and work hard to practise and improve their performance. Pupils work well independently, and co-operate effectively when working with a partner or within small groups. Many pupils who are experienced netball players are able to show initiative in lessons and provide good role models to other pupils. Pupils respect their teachers and each other, for example, when one pupil with special educational needs arrived late for a lesson because of specialised teaching elsewhere, other pupils very quickly and effectively involved him in their activities in an impressive way. Throughout the school, pupils are developing a sense of fair play and adherence to specific rules. The behaviour of the majority of pupils in physical education lessons is good. Where behaviour is less than satisfactory, this is due to weak listening and concentration skills and general lack of self-discipline by the pupils, or activities which are not managed effectively by the teacher.
- 43 The quality of teaching is satisfactory overall with some good and very good teaching evident. Very good teaching occurs when lessons are planned carefully with assessment opportunities clearly identified. Skills are taught systematically, showing thorough subject knowledge. Pupils and activities are managed well with high expectations of both performance and behaviour made clear. Lessons are well paced and the teacher provides a good role model by giving clear demonstrations and changing into appropriate clothing and footwear. Lessons are less successful when teachers wear inappropriate clothing, making their responses slower and lessening the impact of clear demonstrations. Opportunities are lost to develop correct vocabulary or to develop numeracy within physical activities, for example counting the number of balls or sand bags needed for a group. In a minority of lessons, pupils and activities are not managed well, giving pupils the opportunity to misbehave.
- 44 The co-ordinator for physical education provides good guidance to all staff, and is very well supported by the school's site superintendent. Key objectives for development have been identified during 1999 and 2000, which includes a focus on the dress policy for physical education to ensure that all pupils and teachers wear appropriate clothing and footwear for lessons. The co-ordinator monitors and evaluates the curriculum satisfactorily by examining teacher's planning.
- 45 Extra-curricular sporting activities, including opportunities for pupils to have professional coaching sessions in a number of sports, are extensive, well established and make a very positive contribution to the curriculum. The school works very hard to provide pupils with a wide variety of activities to enrich their learning opportunities. Links with the community are well developed as pupils attend activities at South Leeds Sports Centre, Middleton Leisure Pool and the South Leeds Stadium. The "Middleton Marauders" rugby team and Leeds United football club have positive and effective links with the school. The school ensures that all pupils have equal opportunities across the curriculum and that health and safety aspects relating to the physical education curriculum are met.
- 46 Work in physical education makes a satisfactory contribution towards the development of speaking and listening skills, but numeracy skills could be further developed. Listening skills are used as pupils follow instructions carefully and opportunities for correct vocabulary are promoted when older pupils become familiar with words such as "pivot" and "intercept".
- 47 Accommodation for the physical education curriculum, both indoors and outdoors, is good and is used appropriately. Resources are good and generally well maintained, although many of the larger balls require deflation to enable accurate passing and bouncing skills to develop successfully.

48 Standards in physical education have been maintained since the last school inspection in 1996.

207 **Resourced Provision for Speech and language impaired Pupils.**

49 The school has resourced provision for up to eight language-impaired pupils between the ages of three and 11 years. Currently there are six statemented pupils who attend this designated language resource on a full-time basis and 11 of the statemented pupils also have speech and language programmes. There are 19 pupils altogether who have statements of special educational need.

50 As a consequence of their language impairment and learning difficulties, most pupils' attainment is below or well below the national average by the end of each of the two key stages. Pupils are achieving in line with the targets in their individual education plans. The majority of pupils are making good progress in relation to these targets, building on their prior attainment.

51 The quality of specialist teaching is good overall, with some very good and excellent teaching taking place in the resourced provision. Arrangements to help pupils with receptive difficulties and to develop listening and language skills include the use of Makaton signs as well as speech. The resident speech therapist works mainly with the language resourced pupils and other statemented pupils who have significant linguistic delay. Another speech therapist works mainly with pupils in Key Stage 1. These arrangements are effective. The special needs assistants work closely with the teachers to provide direct adult input and ensure that the teachers' well planned lessons and specific learning objectives are realised in the teaching and take account of the pupils' special needs and individual targets.

52 All staff have full commitment to teaching resourced pupils in integrated groups in the classroom. The arrangements for literacy and numeracy provision in Key Stage 2 include setting into ability groups of pupils within the four year groups. As part of this provision, one group has pupils from the whole key stage who have moderate learning difficulties as well as linguistic difficulties. The special needs co-ordinator works with this group for literacy, and two other teachers work with these pupils in numeracy time. Two special needs assistants, who have specific Makaton signing skills, also work with this group. These pupils have targets for literacy, numeracy and, in some cases, behaviour. These arrangements are very effective: the very high standard of staff's interpretation and signing skills support full curriculum access and good learning opportunities. The high quality of team teaching, the very good use of ongoing assessment, the high calibre of the special needs assistants and the expertise and commitment of all staff effectively promote learning, and have a positive impact on the progress in learning made by the pupils concerned.

53 The curriculum is effective. The good teaching provision and carefully targeted support and skills enable effective access for pupils to a broad and relevant National Curriculum. The high ratio of specialist support which is provided in class ensures that good integration opportunities are provided for these pupils, who enjoy working alongside, and on similar projects to their peers. Class based special needs assistants, the co-ordinator for special educational needs and the speech therapist all play effective roles in this process. The curriculum is modified where necessary, through various techniques, including initial planning, variations in its presentation to pupils, signing or withdrawal. Compromise of the curriculum is clearly avoided, as withdrawal arrangements are only used to support preparation for class based work, or follow up from it. Integration with and inclusion into school wide activities is supported well: educational visits, sports days, fun days and swimming provide good opportunities for pupils to develop independent learning skills and give a positive boost to special needs pupils' self esteem.

54 Pupils enjoy good relationships with all staff, and have very positive attitudes towards learning. They make good progress in their personal development. Behaviour is mainly very good. Where there are lapses in behaviour standards, the school offers very appropriate example, support and guidance, with valuable goals and awards to aim for. In these cases, the majority of pupils learn to control their behaviour well, and can spell out the positive changes they have achieved in their own behaviour management. A clear feature of pupils' response to the provision made for their education is the frequent evidence of enjoyment in learning and the eagerness with which pupils will demonstrate or explain what they have learned in their lessons.

- 55 Initial assessment on entry identifies language impaired pupils' specific needs. This process is linked to and supported by the Local Education Authority's clear and useful matrix, which sets out categories of need clearly. Good match of work is achieved through carefully devised activities which are designed to enable pupils to achieve their learning targets, supported by direct signing input. There is continuous and systematic assessment of individual needs which make an exemplary contribution to the learning and good progress of all language resourced pupils.
- 56 The co-ordinator for special educational needs provides very good leadership for the special needs assistants, nursery nurses and classroom teachers, resulting in a team approach which is clear and effective. The leader monitors and reviews individual education plans each term. The clear policy for special educational needs offers good guidance on assessment procedures. Staff who work with resourced pupils meet regularly to discuss and review individual education plans, support for pupils, planning and future teaching. These meetings are effective, and result in new arrangements where necessary: for example, one special needs assistant provides very effective help to deliver speech therapy programmes for a group of Key Stage 1 pupils. These programmes are prepared by the speech therapist, to ensure that pupils have optimum opportunities to make further progress. All planned changes are integrated into pupils' weekly plans: this is particularly effective for literacy, ensuring access to the literacy framework at developmental points which are relevant to pupils' special educational needs.
- 57 The special educational needs register and its link to the matrix are updated twice yearly by the co-ordinator, who also assesses pupils at review time and contacts outside agencies on a regular basis, with regard to assessment.
- 58 There are good links prior to transfer to the secondary school. Parents are invited to visit all possible choices and have full consultation with staff before making their choices. High school co-ordinators are invited to the annual reviews of the Year 6 pupils. Specialist staff actively seek an effective partnership with parents, which includes home visits if necessary. Parents are encouraged to be closely involved in their children's learning and progress, and to liaise with any appropriate staff, including the specialist staff members.
- 59 The language resourced accommodation offers an effective learning environment. The ratio of specialist staff to pupils is good, ensuring full access to the curriculum according to the individual needs of pupils. The learning resources are of good quality and are used effectively. Some appropriate specialist and technological resources have been purchased, including relevant reference books for staff.
- 60 Since the last inspection, the school has enhanced its provision for pupils with special educational needs. Improvements have been made in the team approach, the high level of consistency in planning, the very effective co-ordination of teaching and services and the systematic assessment arrangements.

PART C: INSPECTION DATA

219 SUMMARY OF INSPECTION EVIDENCE

- 61 Eight inspectors were involved in the inspection, over a period of four days, providing 29 'inspector days' in total. Prior to the inspection week, questionnaires were sent out to parents, and a meeting was held to give them opportunity to express their opinions about the school and its work. The headteacher provided the inspection team with copies of all the relevant school documents including the school development plan, the action plan related to the previous inspection findings, the reviews of action taken, subject policies, curriculum planning and financial information. many additional documents were provided during inspection week.
- 62 Some governors, including the Chair of the governing body, were interviewed so that the governing body's work could be considered. The headteacher, one of the deputy headteachers and all others holding senior management positions were interviewed about their leadership roles and other responsibilities. Inspectors had discussions with subject co-ordinators, some administrative staff and some additional and specialist staff.
- 63 More than one hundred lessons or parts of lessons were observed. These included many literacy and numeracy lessons as well as representative lessons for all other curriculum areas. There was only very limited opportunity to observe music lessons and no opportunity to see design and technology. There was both formal and informal discussion with pupils of all ages about their learning, their school and their work. Inspectors attended assemblies, observed playtime and lunch time arrangements, including behaviour in the playground. Attendance arrangements were inspected.
- 64 On the first day of the inspection, a sample of pupils' work was set out for inspectors. Because of the time of year, and the recent start with new classes, this sample was from the previous academic year. It included work from pupils of all ages and abilities and most aspects of the curriculum. During the week, pupils of all ages and abilities were heard reading by inspectors, who also discussed books with these pupils and asked some of them to find information by using reference books. Some of the school's extra curricular activities were observed.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	527	19	206	272
Nursery Unit/School	35	0	0	0

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	21.7
Number of pupils per qualified teacher	24

Education support staff (YR – Y6)

Total number of education support staff	18
Total aggregate hours worked each week	404

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	35

Education support staff (Nursery school, classes or unit)

Total number of education support staff	5
Total aggregate hours worked each week	130

Average class size:	29
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Financial data

Financial year:	1999
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	£
Total Income	1,040,323
Total Expenditure	1,043,452
Expenditure per pupil	1,932
Balance brought forward from previous year	-29,200
Balance carried forward to next year	-32,329

PARENTAL SURVEY

Number of questionnaires sent out:	330
Number of questionnaires returned:	180

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	13	67	12	7	1
I would find it easy to approach the school with questions or problems to do with my child(ren)	28	58	7	5	2
The school handles complaints from parents well	8	52	18	14	5
The school gives me a clear understanding of what is taught	13	61	13	11	1
The school keeps me well informed about my child(ren)'s progress	19	52	11	14	2
The school enables my child(ren) to achieve a good standard of work	21	63	10	4	1
The school encourages children to get involved in more than just their daily lessons	12	56	19	9	1
I am satisfied with the work that my child(ren) is/are expected to do at home	14	54	14	12	3
The school's values and attitudes have a positive effect on my child(ren)	19	53	15	8	1
The school achieves high standards of good behaviour	14	47	16	17	4
My child(ren) like(s) school	37	49	6	4	3

N.B. Percentages of responses are rounded to nearest integer, sum may not = 100%.
 Percentages given are in relation to total number of returns INCLUDING nil replies.