

# INSPECTION REPORT

## **BRODETSKY PRIMARY SCHOOL**

Leeds

LEA area: Leeds

Unique reference number: 108054

Headteacher: Mrs L Hastings

Reporting inspector: Mr D Manuel  
21090

Dates of inspection: 28<sup>th</sup> February to 3<sup>rd</sup> March 2000

Inspection number: 188147

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

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary aided

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Wentworth Avenue  
Alwoodley  
Leeds

Postcode: LS17 7TN

Telephone number: 0113 2930578

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Appropriate authority: The governing body

Name of chair of governors: Mrs S Ullmann

Date of previous inspection: 1<sup>st</sup> to 4<sup>th</sup> July 1996

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Manuel	Registered inspector	Information technology Art Design and technology Modern foreign languages	The characteristics and effectiveness of the school The school's results and pupils' achievements Quality of teaching and learning Leadership and management The efficiency of the school Key issues for action
Graham Ellis	Lay inspector		Pupils' attitudes, values and personal development Attendance Partnership with parents and carers Pupils' welfare, health and safety Staffing, accommodation and learning resources
Ken Parry	Team inspector	Equal opportunities Mathematics History Physical education	Assessment
Jill Bavin	Team inspector	Under-fives English as an additional language English	Pupils' spiritual, moral, social and cultural development
Maurice Leyland	Team inspector	Special educational needs Science Geography Music	Quality and range of opportunities for learning
Rafi Salasnik	Team inspector	Hebrew	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Brodetsky Primary School is an orthodox Jewish primary school, of above average size, situated in Alwoodley, in north Leeds. The school serves the Jewish community from the area around the school. All children are Jewish and come from a range of backgrounds within Judaism and varied socio-economic circumstances. There are 297 pupils in the main school and 52 part-time children in the Nursery. A significant factor in the make up of the numbers is the drift from the state to the independent sector. As a result, there is an unusual gender imbalance in Years 5 and 6 due to numbers of higher attaining boys having gained places in an independent boys' school nearby. Fifty-two pupils (17.5 per cent, broadly average) are on the register for special educational needs, most with moderate learning difficulties. Nine pupils have statements of educational need, including two in the Nursery, a proportion that is above average. Pupils who speak English as an additional language, mostly Hebrew speakers, number 21 (7 per cent), higher than average. There are no travellers' children. Attainment on entry covers the full range, with pupils of higher and lower attainment, and assessments show broadly higher entry levels than the local educational authority average.

Other special features are the additional teachers, funded by voluntary contributions, to teach Hebrew as a modern foreign language and Jewish studies. The school has experienced frequent and lengthy staff absences, including two long-term sickness and two on maternity leave. Two new teachers were appointed in January. At the time of the inspection, there were four supply teachers in the school.

### **HOW GOOD THE SCHOOL IS**

The overall effectiveness of the school is good. Over the past three years, standards have risen considerably in relation to national averages. By the end of Key Stage 2, standards in English, mathematics, science, information technology and art are above expected levels. The rise in standards has been positively influenced by the good quality of teaching and the good leadership and monitoring provided by the headteacher. The headteacher provides strong leadership and a clear educational direction for the work of the school. Taking into account the standards on entry, the above and well above average standards attained when pupils leave the school, the good teaching, the above average unit income figure and the improving quality of education, the school provides good value for money.

#### **What the school does well**

- Standards in English, mathematics and information technology at the end of both key stages, and standards in science and art at the end of Key Stage 2 are above expected levels.
- The quality of teaching and learning for under-fives and in both key stages is good.
- The headteacher provides strong leadership and educational priorities are well supported through good financial planning.
- Pupils have very good attitudes to learning.
- The school's provision for moral development is very good and for spiritual, social and cultural development is good.
- Provision for pupils with special educational needs is good and they make good progress.
- A rich curriculum is provided for Nursery children.

## What could be improved

- The monitoring of teaching and learning by co-ordinators for music, design and technology and physical education is underdeveloped.
- The range of learning opportunities for Reception pupils and in music, physical education and design and technology in both key stages requires improvement.
- An agreed and shared understanding is required between governors of how the school's aims and objectives should be implemented in order to continue the improvements in teaching, learning and the curriculum.
- The provision of information to parents about curriculum development and the use of homework requires improvement.

*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous inspection took place in July 1996 when a number of key issues were raised. There was a requirement to raise standards in information technology and art. Inspection evidence shows improvements in art at the end of Key Stage 1 and in information technology at the end of both key stages. These improvements are due to the improved quality of teaching, improved schemes of work and the creation of the new computer room. In addition, test results show that standards at the end of Key Stage 1, except for 1998, have remained above or well above average over the previous four years. At the end of Key Stage 2, trends over the past four years are well above average in English, above average in mathematics and average in science.

Other issues required more consistency in teaching and curriculum planning. Teachers' subject knowledge has improved and the headteacher has monitored teaching well. This has provided effective support in improving previous weaknesses. These factors have impacted well on the quality of teaching and pupils' learning and have raised standards. Schemes of work have been improved, particularly in English, mathematics, science, information technology and art. Further improvement is still required in schemes of work in other subjects. Achievable targets have been set for improving the efficiency of the school and better resources have been provided, particularly in English, mathematics and information technology. These are now used more effectively to support teaching and learning. Other weaknesses have been tackled with varying degrees of success. Expected levels of improvement have taken place in providing more opportunities for pupils' independent learning. Some good examples were observed in science. Good levels of improvement have taken place in pupils' presentation and organisation of work. Overall, the school has made good improvement since the previous inspection.

## STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	A*	A	B	very high                    A* well above average      A above average            B average                      C below average             D well below average      E
Mathematics	A	A	B	C	
Science	B	A	C	E	

Attainment on entry to the school is broadly higher than the local education authority average. Test results show that standards at the end of Key Stage 1 have remained above or well above average over the past four years in reading, writing and mathematics. At the end of Key Stage 2, test results and trends over the past four years have remained well above average in English, above average in mathematics, and average in science. These results are achieved despite significant proportions of higher attaining boys transferring to the independent sector. When compared to similar schools, results in English are above average, in mathematics are average and in science are well below average. Inspection evidence indicates that at the end of Key Stage 2, standards in English are well above average, standards in mathematics and science are above average. Higher standards in science are due to the recent improvements in curriculum provision and teachers' subject knowledge. The school sets challenging targets for all pupils and most pupils are in line to meet them.

In information technology at the end of both key stages, standards have risen to be above expected levels. Standards in art at the end of Key Stage 2 are above expected levels. Standards in history, geography, music, physical education and design and technology broadly match expected levels but evidence indicates some under achievement. Although the teaching of a modern foreign language is not a statutory requirement, the school chooses to teach Hebrew. Standards meet the requirements of the SCOPUS curriculum by the end of Key Stage 1, but by the end of Key Stage 2 standards are below expected levels.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils' attitudes to learning are very good. They enjoy school and their enthusiasm enables them to make good progress in their learning.
Behaviour, in and out of classrooms	Pupils' behaviour is good. Rules are displayed and pupils understand and adhere to them consistently.
Personal development and relationships	The personal development and relationships of pupils are good. Pupils feel valued by teachers and helpers and respond well as a result.
Attendance	Good levels of attendance have been maintained.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	Good	Good	Good

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

The quality of teaching throughout the school is good. It is a strength and impacts strongly on pupils' learning. In lessons seen, 99 per cent were satisfactory or better. Three per cent were excellent, 18 per cent very good, 46 per cent good, 29 per cent satisfactory and one per cent unsatisfactory. Examples of good and very good teaching were found in each stage of the school. This is a significant improvement from the previous inspection when the quality of teaching was satisfactory or better in only 80 per cent of lessons and 20 per cent was judged to be unsatisfactory. These improvements are due to good monitoring to improve planning with relevant learning objectives to meet the needs of all attainment levels and higher expectations of what all pupils should achieve. The teachers' knowledge and understanding of the subjects they teach are good, particularly in English, mathematics and information technology. There is good teaching of the skills of literacy and numeracy.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a satisfactory range of curriculum opportunities. The addition of Jewish studies and Hebrew, gives the curriculum the extra dimension to fulfil the aims of the school. However, there is inconsistency in some year groups with regard to balance within some foundation subjects.
Provision for pupils with special educational needs	There is good provision for the pupils with special educational needs, who are offered the full range of the curriculum.
Provision for pupils with English as an additional language	The school makes good provision for pupils who speak English as an additional language and they are offered the same learning opportunities as other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral development is very good and provision for pupils' spiritual, social and cultural development is good. The school's strong Jewish ethos supports pupils' personal development well.
How well the school cares for its pupils	The school provides a very caring working environment which is well supervised. The staff have good knowledge of pupils and give them very good support.

The school's overall links with parents are satisfactory. Parents provide good general and financial support to the school. Parents' perceptions of the school are varied though overall are satisfactory. The quality of information provided to parents is generally satisfactory. There is good involvement of parents in the school and parents' contribution to their children's learning is good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school benefits from the strong leadership of the headteacher. She gives the school very clear educational direction. This has had a significant impact on the quality of teaching and learning and the rise in the standards attained. The senior management team has been depleted due to the long-term absence of key personnel. However, good progress has been maintained in developing the school.
How well the governors fulfil their responsibilities	The effectiveness of the governing body in fulfilling its responsibilities is satisfactory overall. Educational priorities are supported through good financial planning but there is a lack of a shared perspective between governors of the strengths and weaknesses of the school.
The school's evaluation of its performance	The headteacher's monitoring and evaluation of teaching and priorities in the school development plan are good and have brought about significant improvements.
The strategic use of resources	The school has an appropriate number of qualified and experienced staff, very good accommodation and a satisfactory range of resources to meet the requirements of the curriculum. Resources are used effectively by teachers to support learning. The overall efficiency of the school is good.



## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Children like school.</li><li>• Parents would feel comfortable about approaching the school to discuss problems.</li><li>• The school expects their children to work hard.</li><li>• Children make good progress.</li></ul>	<ul style="list-style-type: none"><li>• More consistency in children getting the right amount of work to do at home.</li><li>• Being better informed about how their children are getting on.</li><li>• Closer working between school and parents.</li><li>• A better range of activities outside lessons.</li></ul>

The inspection team agrees with what pleases parents most. With regard to what parents would like to see improved, the team makes the following observations. A new homework policy has been agreed and the school is aware that its implementation is inconsistent due to staff changes and absences. The school has identified the need to ensure greater consistency in the provision and marking of homework. During the inspection, good levels of homework were set and used effectively to support good progress in English, mathematics, science, art and information technology.

Parents' perceptions of the school are varied and the quality of information provided to parents is generally satisfactory. These areas require improvement to match the standards of many other aspects of the school. The team judges that the number and range of extra-curricular activities is satisfactory and is similar to those found in many primary schools.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Attainment on entry to the school covers the full range, with pupils of higher and lower attainment, and assessments show broadly higher levels than the local education authority average. At entry, boys and girls attain at similar levels. By the age of five, children's attainment exceeds the expectations of the nationally recognised Desirable Learning Outcomes for language and literacy, mathematics, personal and social development and knowledge and understanding of the world. Attainment in physical and creative development matches expected levels. The high standards in language and literacy have been maintained since the previous inspection and standards in other subjects have been improved.
2. In English the 1999 National Curriculum tests at the end of Key Stage 1 showed that the percentage of pupils reaching Level 2 and above and the higher Level 3 was very high when compared with the national average and well above average when compared with similar schools. Standards in reading, speaking and listening were very high and in writing were well above national averages. Results have been consistently well above national averages over the last three years. Inspection evidence supports these results. The majority of pupils attain high standards in reading and writing with a significant minority attaining very high levels. Girls and boys perform at similar levels in both reading and writing. This differs from the national trend where girls generally outperform boys in English.
3. At Key Stage 2, the percentage of pupils attaining Level 4 and above in English in the 1999 national tests was well above the national average. The percentage of pupils reaching the higher Level 5 was above average. These results are above average when compared with similar schools. Results over the last three years have been well above national averages with very little difference between boys and girls. This differs from the national trend as girls generally outperform boys in English at Key Stage 2 as well as Key Stage 1. Inspection evidence confirms these results. Pupils learn well in speaking, reading and writing and learn listening skills satisfactorily throughout the school.
4. In mathematics, the results of the 1999 National Curriculum tests at the end of Key Stage 1 show that all pupils attained the expected Level 2 and above. This is very high in comparison to the national average. The percentage of pupils attaining the higher Level 3 was also very high. Compared to schools of similar background, standards were well above average. Results of the 1999 national tests at the end of Key Stage 2 show that the percentage attaining the expected Level 4 was above the national average while the percentage attaining the higher Level 5 was also above average. The school's performance is average when compared to similar schools. Results over the past three years show that levels are above average.
5. Evidence gathered during the inspection, across a wider range of work than that covered by the tests, shows that by the end of both key stages, the majority of pupils currently in Year 2 and Year 6, are in line to attain standards that are above national expectations. Substantial minorities in both key stages are set to attain standards that are considerably higher than expected. Better teaching and improved planning have resulted in significant improvements in standards since the previous inspection.

6. In science the results of the National Curriculum teachers' assessments in 1999 show that the attainment of pupils at the end of Key Stage 1 was close to national averages and well below average when compared with schools of similar background. Results of national tests at the end of Key Stage 2 show a similar picture, with attainment being in line with national averages and below the average attainment of schools of similar background. These standards are similar to those attained during the last inspection, but not as high as those achieved in 1998.
7. Inspection evidence shows that in Key Stage 1, standards are at the expected level, with a good number of pupils working at Level 2, but the percentage of pupils working at the higher Level 3 is below average. Standards at the end of Key Stage 2 are above expected levels. This improvement is due to the effectiveness of new strategies in curriculum provision and teaching.
8. The effectiveness of the school's strategy for literacy is good and is having a positive influence on pupils' attainment. Teachers in both key stages are aware of the importance of developing literacy skills in other subjects. As a result, pupils are using their skills effectively to raise the standard of their written work in most curriculum subjects. The effectiveness of the school's strategy for numeracy is good with a high priority placed on mental mathematics. This positively influences standards in other subjects, such as science and information technology. Pupils with special educational needs make good progress and a small number attain expected levels in numeracy. Pupils who speak English as a second language also make good progress in their learning and most attain expected levels in literacy and numeracy.
9. In information technology, at the end of both key stages, most pupils make good progress in their learning and attain standards which are above national expectations. This shows considerable improvement since the previous inspection when standards were judged to be below expected levels at both key stages. Improvement is due to a good, detailed scheme of work, the creation of a new computer room and better quality of teaching. The youngest pupils quickly develop good learning skills. Their skills are further developed at Key Stage 2, where pupils continue to make good progress in learning and attain above expected levels in a wider range of skills, such as choosing and presenting information for specific purposes, as shown in their work about local history. Pupils also support their learning in literacy by learning to access CD-Roms to gather information and extend their learning in mathematics when finding out about spreadsheets. Good links are made with other subjects such as art and history. Pupils with special educational needs make good progress as a result of good support provided and attain expected levels. Pupils who speak English as an additional language attain good levels.
10. At Key Stage 1 in art, geography, history, music, physical education and Hebrew, the majority of pupils make satisfactory progress in their learning and attain standards expected for their ages. At Key Stage 2, most pupils make good progress in art and attain standards above those normally expected for their ages. In geography, history, music, and physical education, the majority of pupils make satisfactory progress in their learning and attain standards expected for their ages. However, there is evidence of some underachievement due to inconsistent provision within these subjects. In design and technology at both key stages, progress is satisfactory but opportunities for learning are limited. Although a modern foreign language is not a statutory requirement at this age range, the school chooses to teach Hebrew. At the end of Key Stage 2, standards are below expected levels.
11. Overall, pupils with special educational needs make good progress in relation to prior attainment and targets set in their individual learning programmes. Pupils who speak

English as an additional language make good progress in their learning. The good progress is due to well planned provision and good support from teaching assistants. The school has begun to set realistic and challenging targets for individual pupils in both key stages.

### **Pupils' attitudes, values and personal development**

12. Pupils' attitudes to learning are very good and their behaviour is good. They are very well motivated towards their work. Their personal development is good and generally their relationships are good. Parents consider that, on the whole, the school is successful in achieving good standards of behaviour. Attendance is good.
13. Pupils enjoy school. They are very enthusiastic and at both key stages have very good attitudes to learning and, as a result, most of them make good progress. Teachers have good class management skills and clear expectations of pupils' work and behaviour. This, together with the enthusiastic teaching in most lessons, significantly enhances pupils' attitudes. Pupils are well motivated towards their learning and undertake their activities vigorously and tenaciously. They are mature, with good social skills which are well developed during their school life. During lessons most of them enthusiastically join in activities and discussions, many of them asking pertinent questions and sometimes making incisive contributions. The majority of pupils display good self-discipline and work well independently.
14. Pupils with special educational needs have positive attitudes to their work, sustain concentration and make good progress in both key stages. They are well integrated and work well with other pupils.
15. The previous inspection report indicated that behaviour was sound and that pupils related well to adults and their peers although some did not listen well to the opinions of others. Since then both behaviour and relationships have improved. The school's approach to behaviour is reinforced consistently by staff creating a positive learning environment. Class rules are displayed and pupils understand and adhere to them. Pupils are therefore aware of what is expected of them and respond well. For example, on formal occasions such as assemblies, they arrive and conduct themselves in an orderly and respectful manner. During the inspection little aggressive behaviour and no bullying or sexist behaviour was observed. Boys and girls play well together. There have been no permanent exclusions and only one fixed period exclusion.
16. Standards of behaviour in class are generally good and sometimes very good. Most pupils are courteous and considerate of each other. However, there are small numbers who are sometimes inattentive or call out in a few lessons, though this is handled with firmness and tact by teachers. A few pupils occasionally show inconsiderate or unnecessarily competitive behaviour. Most pupils move around the school sensibly and lessons start promptly. Standards of behaviour in the playground and around the school are good though this is less consistently achieved during lunchtimes. Pupils are proud of their school and are careful with equipment and resources which, in class, they willingly and politely share. They are respectful of property and their classroom environments but are not so careful with the accommodation in the dining hall and the toilets.
17. Relationships between pupils and adults are good. They are sometimes very good in more formal situations such as assemblies, where pupils feel valued by teachers and reciprocate accordingly. Pupils relate well to each other, working together harmoniously and assisting each other in their activities. They are trustworthy,

thoughtful and considerate. While most of the time they respect the feelings, values and beliefs of others, in a few lessons they do not always listen patiently to the contributions of others. Pupils respond satisfactorily to opportunities to exercise responsibility and independence by willingly undertaking a number of helpful duties in all classes.

18. In the previous inspection report, attendance was good. With attendance levels above the national average this position is unchanged. Unauthorised absence is below the national average.
19. The quality of pupils' attitudes, behaviour and personal development contribute significantly to a positive learning environment and the quality of life in the school. Comments from parents, both in the questionnaires and the meeting prior to the inspection, support this view.

### **HOW WELL ARE PUPILS TAUGHT?**

20. The quality of teaching throughout the school is good and impacts strongly on pupils' learning. In lessons seen, 99 per cent were satisfactory or better. Three per cent were excellent, 18 per cent very good, 46 per cent good, 29 per cent satisfactory and one per cent unsatisfactory. Examples of good and very good teaching were found in each stage of the school. This judgement is a significant improvement from the previous inspection when the quality of teaching was satisfactory or better in only 80 per cent of lessons and 20 per cent was judged to be unsatisfactory. These improvements are due to good monitoring of teaching, good planning with relevant learning objectives to meet the needs of all attainment levels and higher expectations of what all pupils should achieve.
21. The quality of teaching of the under-fives is good overall. The teaching of language and literacy skills is good and successfully fosters children's interest in and enjoyment of books and listening to stories. Staff further develop and extend children's language skills well through whole-class question and answer sessions and the careful selection of books and stories. The Reception class teachers make good use of the national numeracy framework, in particular developing mental mathematical skills.
22. Methods and organisation of under-fives class activities are very effective. Learning objectives are relevant and clearly identified for each lesson. The children are managed effectively and sensitive support is provided for those with special educational needs. Reception and Nursery teaching and non-teaching staff form a successful team. They have a very good understanding of how young children learn. This has a good impact on the children's learning and promotes the development of very good attitudes.
23. Teaching in Key Stages 1 and 2 is good. The teachers' knowledge and understanding of the subjects they teach are good, particularly in literacy and numeracy. Teachers show good understanding of the principles of the literacy and numeracy strategies and teach the necessary skills well. In English the best teaching is characterised by very high expectations and strategies that empower pupils and enhance their self-esteem. Teachers mark written work carefully and often write constructive and helpful points for development. They adapt work well to meet individual needs and make good use of assessment information collected on a day-to-day basis. This has a good impact on the rate of pupils' learning.
24. In mathematics, teachers' good knowledge of mathematics is a particular strength. It is evident in the effective questioning and clear explanations which are features of all

successful lessons. Teachers identify clear objectives which are shared with pupils in order to ensure that their learning is purposeful. Good use is made of review sessions at the ends of lessons to reinforce learning. This was demonstrated in a very successful lesson, where pupils in Years 1 and 2 were able to explain what they had discovered about number sequences, while allowing the teacher to assess their levels of understanding. All teachers provide good opportunities for pupils to use their skills and understanding by applying them to a range of mathematical games.

25. In science, teachers have very good knowledge and understanding of the subject. Introductions to lessons are often presented with great enthusiasm, with the result that the pupils are highly motivated in their learning. Teachers provide a good range of activities that help pupils to systematically build up their knowledge and skills. This promotes pupils' learning well and pupils feel confident when providing answers during discussions because their opinions are given value. Teachers provide good opportunities to allow pupils to demonstrate initiative and the independent development of ideas, a weakness identified in the previous report.
26. In information technology, teachers and support staff have a good knowledge of computing and plan appropriate links with other subjects, such as English, mathematics, history and art. Teachers are developing good strategies for teaching technology skills to half-class sized groups in the new computer room. This is improving pupils' learning of new skills. Teachers' subject knowledge is good in art and history and satisfactory in other subjects. Very little teaching of design and technology was seen but scrutiny of previous work and teachers' planning indicate that experiences provided in the subject are underdeveloped.
27. Teachers pay good attention to planning throughout the age range. Nursery teachers plan well in relation to the recommended areas of learning. In Key Stages 1 and 2, lessons are planned in detail with interesting and stimulating activities which promote pupils' intellectual and creative efforts. In a high proportion of lessons, teachers make effective use of time and resources to meet the needs of all attainment levels, particularly in English, mathematics and information technology. Computers are used effectively to support learning across the curriculum. Lessons get off to a prompt start, often with stimulating introductions, and continue at good pace throughout. This has a positive impact on pupils' productivity.
28. Most teachers have good strategies to manage pupils. Teachers make good use of praise to encourage the pupils and to acknowledge good responses to their questions. Overall, the teachers value the pupils' contributions which does much to raise their self-esteem and help pupils consolidate their learning.
29. The teaching of pupils with special educational needs is good. Teachers make good provision in their planning to meet their varying needs. The pupils are given appropriate and sensitive support, enabling them to make good progress. Individual education plans are informative and contain clear targets for improvement. Good use is made of praise to ensure that these pupils maintain and build on their self-esteem and confidence. Good support is provided for pupils who speak English as a second language and has a good impact on their learning and understanding.
30. The quality and use of day-to-day assessment is good. It enables teachers to plan effectively for what pupils need to learn next and set appropriately challenging targets. Pupils' work is marked regularly and in English especially, there are helpful and constructive comments, enabling pupils to improve the quality of their writing. During the inspection, homework was set regularly and used well to support a range of skills in English, mathematics, art and information technology. Evidence shows recent

improvements in the setting and marking of homework. Pupils take books home on a regular basis to share with their parents. Pupils also learn spellings and tables and apply their knowledge to good effect during the literacy hour and in mental mathematics. However, the school has identified the need for greater consistency in the setting of homework.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

31. The school provides a satisfactory range of curriculum and other opportunities designed to fully promote high achievement and the development of happy, articulate members of the community. The addition of Jewish studies and Hebrew as a modern foreign language along with an emphasis on the history and geography of Israel give the curriculum the extra dimension to fulfil the school aim to provide Jewish children of Leeds with the best possible education. Since the previous inspection several helpful improvements have been carried out. Suitable policies and schemes of work are now in place for all subjects. Schemes for music and design and technology have been updated in draft form by the new co-ordinators. More consistency in planning has been provided in the effective system for long-, medium- and short-term plans, based on the guidelines provided by the Qualifications and Curriculum Authority (QCA). These are followed rigorously by all teachers and monitored well by subject co-ordinators in English, mathematics, science and information technology.
32. Overall, the provision for children under five is good. The Nursery provides a rich, stimulating and very good curriculum. In Reception, there is inadequate breadth and balance. Timetable constraints mean that there are limited opportunities for children to represent, initiate and develop their own ideas through art, music, malleable materials and imagination. Children are not getting their full entitlement to a range of learning opportunities that assist all aspects of their development.
33. In Key Stages 1 and 2, the curriculum is enhanced by involvement in the National Oral History Project and the Leeds Literacy Pledge. Both schemes successfully promote the quality of teaching and learning in their respective areas. The time assigned for history, geography, art and design and technology is achieved through the blocking of the timetable in half-term allocations, in order to suit requirements. However, there is inconsistency in some year groups with regard to balance within subjects, such as history, geography, music and physical education. As a result standards in these subjects do not reach the same high levels of other subjects. Pupils have the advantage of being taught in half-classes for subjects such as science and information technology, while the other half of the class attend Hebrew and Jewish Studies lessons. This enables the teacher to promote practical and experimental work in easily managed groups.
34. The school has good strategies in place to ensure that the coverage of pupils in mixed-age classes is secure and that all pupils have equal access to the curriculum. More opportunities for independent learning have been introduced in the majority of subjects, with well-planned tasks to challenge pupils at their own levels of attainment in English, mathematics and science. Parents are satisfied that homework provided for Year 6 prepares pupils well for the next stage of education. They are less satisfied with the provision of homework across the school, which does lack consistency.
35. There is good provision for the pupils with special educational needs, who are offered the full range of the curriculum. Class teachers are increasingly more proficient at providing suitable individual education plans to ensure that individual needs are met through the use of detailed targets for each area of need. Learning support assistants

provide good support and ensure that pupils with statements of special educational need receive their entitled provision. The headteacher, as co-ordinator for special educational needs, keeps fully computerised details of all pupils on the special educational needs register and uses the information well to set suitable targets. All individual education plans are kept up-to-date and relevant to the progress of each pupil. The requirements of the Code of Practice are fully met, including help from outside agencies when required. There is particularly good liaison with the speech therapy service.

36. The National Literacy Strategy was successfully introduced and provides a good structure for the teaching of English throughout the school. The introduction of the National Numeracy Strategy was trialled by the school a little earlier than required and has now been used successfully for nearly a year. The governors with responsibility in these areas are pleased to report very positively, from their monitoring in classes and from the improvement in standards. Mental mathematics has shown particular improvement. Teachers find the provision of teaching aids for teaching mental mathematics has greatly improved pupils' confidence as well as standards.
37. Statutory requirements for the provision of religious education and sex education are satisfactorily met. Pupils' health education is covered satisfactorily in the science curriculum, with a particular emphasis on a healthy lifestyle but drugs awareness is not formally taught as part of a structured personal, social and health education curriculum. The provision for extra-curricular activities is satisfactory and consists mainly of opportunities in sport, music, art and drama.
38. The school has effective links with the local community which provide them with opportunities to improve their musical and dramatic skills for a wider audience. These make effective contributions to pupils' learning and social development. The leisure groups from each synagogue support all school concerts which broaden the experiences offered to the pupils. The local old people's home is invited to school functions and the physical capabilities group gives interesting talks to school. Local firemen, policemen and members of social services are used appropriately to enrich several areas of the curriculum. The local area, including synagogues, is used to provide worthwhile learning experiences in religious education, geography and history.
39. Satisfactory relationships have been established with the local group of schools, giving headteachers and subject co-ordinators good opportunities to share ideas and resources. Sporting fixtures, including a football rally, give pupils suitable opportunities to extend their skills competitively. The choir attends a city concert, which encourages the pupils to achieve high standards of singing. Good opportunities are taken for older pupils to speak in the assemblies of non-Jewish local schools, to explain what is different about the education at Brodetsky and why they are proud of their religion.
40. The school's strong Jewish ethos supports pupils' personal development well. Spiritual development is fostered well throughout the secular curriculum. The school maintains strong links with Israel, for example with tree planting projects that encourage pupils to appreciate the natural world. Work for children under five is planned around central topics that usually relate to Jewish festivals and celebrations with a strong spiritual component. Literature is used well to support pupils' personal development. For example, older pupils write poems to celebrate Tu B'Shevat.
41. The school's provision for pupils' moral development is very good. Staff provide a strong and clear moral code. They consistently link the school's religious education and Jewish studies with pupils' behaviour on a day-to-day basis. For example, if



pupils begin to disagree and criticise each other, teachers will remind them of Lashon Hora. Pupils are increasingly encouraged to work together co-operatively and are encouraged to relate to each other positively. They also appreciate that there are people less fortunate than themselves and raise money for various charities. This supports their social development well. Residential trips provide further opportunities for older pupils to extend their social interaction and enhance subjects such as geography and history. Throughout the school, pupils have class responsibilities and an elected school council in Year 6 meets with the headteacher each month. This group takes seriously its responsibility to voice pupils' opinions about the school. It does so with sensitivity and discretion.

42. Provision for pupils to learn about Jewish culture is very good. It permeates all aspects of school life and is integrated throughout the curriculum. The school tries to acknowledge cultural diversity within Judaism by including Sephardi as well as Ashkenazi traditions, in order to enhance pupils' understanding and tolerance. In Year 6 the Hazak programme aims to prepare pupils for the wider community, for example the groups of people they will meet in their high schools. It seeks to send them into the next phase of their schooling strong in their pride in their culture. The school is beginning to extend pupils' understanding of other cultures with, for example, Indian and African art-work. However, the school does not yet satisfactorily prepare pupils for the cultural diversity represented in contemporary Britain.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

43. Procedures for the care of pupils are very good. The school provides a very caring working environment which is well supervised. The staff have good knowledge of pupils and give them very good support. The use of educational and personal support and guidance is good. The previous inspection report stated that there was an appropriate degree of care, support and advice with effective procedures for encouraging good behaviour. There have been significant improvements in all these areas.
44. There is effective, comprehensive pastoral care provided by all staff who know individual pupils well. Personal support and guidance to pupils by the headteacher, class teachers and support staff is very good and this is acknowledged and valued by parents.
45. The provision for pupils with special educational needs is good. They are supported well and integrated in all areas of the school. External agencies are used well and regularly to the benefit of the pupils. The school provides good support and guidance which assist pupils' progress and improve their confidence.
46. The school has a good child protection policy of its own with good guidance and procedures. There is a designated staff co-ordinator who has received the appropriate training. All staff have been thoroughly briefed in the policy and are fully aware of the relevant procedures to be followed. Current arrangements for child protection are very good.
47. The school has adopted a good health and safety policy and internal responsibilities are well defined and understood. There is good, frequent monitoring of health and safety requirements and the school receives professional advice from the local education authority. There are very good, systematic and well documented risk assessment arrangements. There are good arrangements for the care and support of pupils who are taken ill at school, first aid and appropriately maintained accident

records. There are good arrangements for the supervision of pupils at break times and lunch periods.

48. The school has a comprehensive, positive approach to behaviour and discipline. The policy is well understood and consistently applied by all staff who use every opportunity to reinforce acceptable standards of behaviour as, for example, through the relevant topics of Jewish studies. There are good procedures for monitoring and promoting attendance, discipline and good behaviour. The majority of pupils are therefore successfully motivated to act responsibly and instances of inappropriate behaviour by a minority of pupils are well handled. The staff provide good role models and the school's successful approach to discipline is demonstrated by the good behaviour of pupils in and around the school. There is a good policy for dealing with bullying and there are good arrangements for resolving incidents that arise. No oppressive behaviour or bullying was observed during the inspection. Attendance is well monitored and there is good liaison with the education welfare service. Registers are completed promptly and in accordance with regulations. Pupils are punctual in their attendance, enabling lessons to start on time.
49. There is good monitoring of pupils' personal development. Teaching and non-teaching staff carry this out well on an informal basis. It is augmented by formal records and by good end-of-year class reports which refer to the personal development of each pupil. There are good pastoral arrangements, guidance and support, all of which help to achieve the high levels of pupils' confidence, self-reliance and social skills. Pupils are well prepared with increased maturity and personal development for their next stage of education.
50. Pupils are provided with opportunities to take and exercise responsibility. In all classes, various regular duties are undertaken and pupils are actively concerned in determining class rules. Older pupils also undertake more responsible positions. For example, they assist in the organisation of assemblies and the library and lead prayers in other classes. Since the previous inspection there have been improvements in assisting pupils with independent learning and research skills. The school's arrangements for the welfare of pupils are significant strengths and provide a good, caring and protective environment.

## **Assessment**

51. The school's arrangements for assessing pupils' attainment and progress are good. When they first enter the school, children are carefully assessed and the information gathered is used effectively to form groups and to plan teaching programmes. In Key Stages 1 and 2, there are comprehensive procedures for assessing pupils against standardised and nationally agreed criteria. In addition to the statutory tests and assessments at the end of each key stage, there are non-statutory formal assessments in English, mathematics and science in Key Stage 2, together with annual standardised tests in reading throughout the school. At the time of the previous inspection the school had identified assessment as an area for development. Considerable improvements have been made since then and in English, mathematics and science, assessment has become established as an integral part of the teaching and learning process. Strong emphasis is placed on tracking the progress of individual pupils and whole cohorts in these subjects as they pass through the school and on setting targets for improvement.
52. The headteacher and co-ordinator have a clear awareness of the strengths and weaknesses of the school's arrangements and a shared understanding of the uses and purposes of assessment. They have identified teacher assessment in the

foundation subjects as an area requiring further development in order to ensure that pupils acquire important subject-specific skills in a progressive and systematic manner.

53. Teachers summarise pupils' attainment in English, mathematics and science on a record profile that gives a clear picture of their progress as they move through the school. By the inclusion of grades concerning attitudes, approach to learning and behaviour it also enables them to monitor pupils' personal development. The record is helpful to current and future teachers, manageable and easy to interpret. It makes a significant contribution to the good progress which pupils make in these subjects and in their personal development. Teachers also keep results of regular spelling and mental mathematics tests and other informal tests across the curriculum. However, this practice is not undertaken consistently throughout the school. In the best examples it is carried out thoroughly and carefully. It often includes an assessment of what pupils know before they undertake a particular study. For example, the teacher established that at the outset of their current geography topic, pupils in Year 4 knew little or nothing about the location and climate of St Lucia. An effective strategy provided the teacher with valuable information for planning future work and additionally helped him and his pupils to measure subsequent gains in knowledge. In this particular case it also stimulated considerable interest and encouraged several pupils, without prompting, to carry out some personal research during the recent half-term holiday.
54. The school makes very good use of the information gathered in these ways to guide developments in the curriculum and to improve teaching. Its comprehensive set of procedures includes the thorough analysis, not only of test results, but also of a wide range of other pupil performance data from within the school, the local education authority and national sources. The careful analysis of the end of Key Stage 2 test results in science for 1999, for example, has led to specific guidance for teachers in order to improve the quality of teaching and raise standards of attainment. Similar exercises are carried out in English and mathematics, with clearly identified implications for teaching and the curriculum forming a major component of the school's programme of staff development and training.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

55. The school's overall links with parents are satisfactory. Parents provide good general and financial support to the school. The school values its partnership with parents and has satisfactory relationships with them. The quality of information provided to parents is satisfactory. There is good involvement of parents in the school and parents' contribution to their children's learning is good.
56. The school communicates frequently with parents and overall the quality of information is adequate. There is a good, well produced governing body's annual report to parents and an attractively produced and informative prospectus. There are regular and informative newsletters. Each class teacher also provides useful topic information for the forthcoming year including how parents might assist their children. However, parents feel that the school's provision of curriculum-related information is varied and except for the general topic information for each year group, there are no systematic and consistent arrangements which are applied throughout the school. To that extent there is some justification for such parental concerns, although some of this criticism is related to the frequent turnover of teaching staff that has occurred in certain classes.

57. A significant number of parents in the questionnaires expressed concerns over insufficient information about their children's progress. The annual reports to parents are satisfactory. They include targets for improvement and areas for future development, but this is not consistently applied, particularly in Key Stage 2. They do not always provide sufficient information on what pupils know, understand and can do and are insufficiently related to National Curriculum levels. However, parents' information about their children is frequently broadened by their discussions with staff. There are now three opportunities for formal consultation during the year, including one following the issuing of pupils' annual reports in the Summer term. These consultations are very well supported by parents. The school has also arranged successful and informative meetings for parents on literacy and numeracy. Recently, parents have been consulted on the proposed home-school agreement so that their opinions can be included in the preparations.
58. Parents of pupils with special educational needs are kept informed of annual reviews, and about the stage on the register for special needs at which their child should be placed. They are invited to attend and participate in meetings with school staff and outside agencies. The school meets statutory requirements.
59. There is a homework policy and there are homework arrangements in place for all classes. This provides parents with valuable involvement and enables them to make a significant impact on their children's education. A large number of parents represented by the questionnaires and the parents' meeting, expressed concerns about inconsistencies in the provision and amount of homework set. However, these views were not endorsed by all parents. The team's view is that during the inspection, the amount of homework and its organisation by the school was generally good. Evidence from scrutiny of work and discussions with pupils shows that provision has not always been consistent. However, while some of these adverse perceptions by parents relate to particular staffing difficulties which have interrupted the continuity of homework, communication with parents about homework is not always clear and to that extent parents' criticism is justified.
60. Parents' perceptions of the school are varied, though overall are satisfactory. Many parents hold very positive views, particularly with welfare arrangements and support for pupils. Parents feel that they are welcome and that the staff are approachable. There is good direct parental involvement in school. A number of parents actively help in school and provide high quality support for activities such as helping with reading and pupils' group work. A significant number of parents also provide valuable assistance with the residential visits for Year 5 and Year 6 pupils. Parents give good support to school activities and there is an active parent/teacher association which provides valuable financial support to the school. This support is much appreciated.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

61. The school benefits from the strong leadership of the headteacher. She gives the school very clear educational direction in establishing priorities to raise pupils' standards. Since the previous inspection there have been improvements in monitoring the quality of teaching, the deployment of staff and support given to the teaching and non-teaching staff. These are significant strengths which have had a significant impact on pupils' learning and the rise in the National Curriculum test results and standards attained. The senior management team has been depleted due to the long-term absence of key personnel. However, good progress has been maintained in developing the school. Most of the key issues identified in the previous inspection have been dealt with successfully and overall the school has made good improvement. The school has the capacity for further improvement.

62. The governors fulfil their statutory responsibilities and help to foster good links in the community. They have created new committees and changes in personnel have occurred over the past three years. Individual governors attend a range of appropriate training courses, including those on literacy and numeracy. The governing body is directly involved in the good strategies for evaluating the school's effectiveness such as monitoring the school's National Curriculum test results. There have been significant improvements in the work of the finance committee who now monitor more closely the cost-effectiveness of their decisions. The governing body provides adequate support for aspects of school development. However, evidence shows a lack of shared understanding between governors of how the aims and objectives of the school should be met. This has an adverse effect on staff morale at times and hinders opportunities for even better development.
63. The monitoring of teaching and the agreed priorities in curriculum development is good overall and has improved learning opportunities for pupils. The headteacher regularly monitors curriculum planning and scrutinises pupils' work to check levels of attainment and rates of progress. She also observes and evaluates teaching in all classes and this has enabled teachers to raise their expectations and plan work which meets all pupils' needs more accurately. Monitoring is closely linked with the school's own appraisal procedures which meet requirements. The English and mathematics co-ordinators have monitored the introduction of the literacy and numeracy strategies well. In science and information technology, the close monitoring by the co-ordinators has contributed significantly to improvement in standards. In subjects where co-ordinators are new, for example music and design and technology, further development is needed.
64. The school's aims and objectives are clearly stated and reflect the values and beliefs of the Jewish community it serves. Provision for the under-fives is managed effectively and positively influences their learning. There are well established procedures for admitting children and they settle quickly into class routines. The management of pupils with special educational needs is good. The designated governor has a good understanding of the provision and its successes. The school development plan has been a useful document in guiding recent improvements. It sets clear and carefully considered targets with success criteria, responsible personnel and costings linked closely to available funding. The overall efficiency of the school is good, with the effective implementation of the principles of best value for money, exemplified by efficient purchasing procedures and careful evaluation of suppliers' quotations. This is evident in the decision to create the new computer room and resource it. Better efficiency is also evident in the carefully selected new resources which have been purchased, including new computers. These are used very effectively to support teaching and learning in most subjects. Information technology is used effectively throughout the school to improve efficiency in learning and administration.
65. The school's day-to-day financial controls are good and have enabled the headteacher and governors to closely monitor and evaluate spending decisions, as exemplified in the reduction of the budget deficit. Specific grants are used efficiently to support improvements in the designated areas, for example special educational needs. The minor recommendations, identified in the most recent audit, have been fully responded to. Administrative support is good and contributes effectively to the day-to-day organisation of the school.
66. The school has a satisfactory number of suitably qualified and experienced teachers based on the number of pupils in the school. Curriculum co-ordinators are in place for

all subjects and the match of teachers and support staff to the needs of the curriculum are satisfactory. There is good provision of support staff who are deployed well to provide good support to a good range of pupils. There are good, clear procedures for the induction of staff new to the school. Training priorities are clearly linked to whole-school and individual needs. They are well supported by good arrangements for staff appraisal and development which are linked closely to individual needs.

67. Learning resources are sufficient in range and quantity to support the curriculum for children under five and those in Key Stages 1 and 2. While the provision of books overall is satisfactory, those in the library are inadequate. Resources are generally of good quality and are readily accessible for use by pupils and adults. Resources in information technology, history and art are particularly good.
68. The main school buildings are spacious and well maintained with good internal decoration. Classrooms are large enough to provide very good accommodation for the number of pupils and a number of them have useful additional resource areas. There are extensive grounds and good sized, well maintained playgrounds. There are good facilities for science, design and technology and a good computer room. Overall the current accommodation is very good for the school's needs.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

69. To improve the quality of education still further, the governors, headteacher and staff should:
- (1) improve the monitoring of teaching and learning by co-ordinators in music, design and technology and physical education, building on the good work done by co-ordinators in the core subjects;
  - (2) improve the range of learning opportunities for Reception children and for music, physical education and design and technology for pupils in Key Stage 1 and Key Stage 2;
  - (3) reach a shared understanding between governors and teaching staff of how the school's aims and objectives should be implemented in order to continue the improvements in teaching, learning and the curriculum;
  - (4) improve the provision of information for parents about curriculum development and the setting and use of homework.

Minor weaknesses which should also be addressed in the school's action plan:

- (a) improve provision for pupils' cultural development to prepare pupils for the cultural diversity of society;
- (b) improve standards in the modern foreign language of Hebrew by the end of Key Stage 2;
- (c) improve the provision of books in the school library.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	37

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	18	46	29	1	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	271
Number of full-time pupils eligible for free school meals		30

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	7
Number of pupils on the school's special educational needs register	2	50

English as an additional language	No of pupils
Number of pupils with English as an additional language	21

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	17

### Attendance

Authorised absence	%
School data	4.2
National comparative data	5.4

Unauthorised absence	%
School data	0.6
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	17	20	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	20	19	20
	Total	37	36	37
Percentage of pupils at NC level 2 or above	School	100 (86)	97 (86)	100 (92)
	National	82 (81)	83 (79)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	20	20	19
	Total	37	37	36
Percentage of pupils at NC level 2 or above	School	100 (86)	100 (83)	97 (88)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	17	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	13
	Girls	16	13	13
	Total	30	26	26
Percentage of pupils at NC level 4 or above	School	91 (92)	79 (87)	79 (92)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	13
	Girls	15	12	14
	Total	29	25	27
Percentage of pupils at NC level 4 or above	School	88 (89)	76 (84)	82 (89)
	National	68 (65)	69 (65)	75 (71)

Percentages in brackets refer to the year before the latest reporting year.



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	227
Any other minority ethnic group	

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups		

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	27
Average class size	23

#### **Education support staff: YR – Y6**

Total number of education support staff	12
Total aggregate hours worked per week	209

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	2
Total aggregate hours worked per week	32

Number of pupils per FTE adult	8.7
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999
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	£
Total income	650785
Total expenditure	634211
Expenditure per pupil	1982
Balance brought forward from previous year	-31160
Balance carried forward to next year	-14586

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	297
Number of questionnaires returned	107

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	41	5	1	1
My child is making good progress in school.	24	63	9	2	2
Behaviour in the school is good.	24	57	12	4	3
My child gets the right amount of work to do at home.	11	38	37	10	3
The teaching is good.	35	49	14	0	3
I am kept well informed about how my child is getting on.	19	40	28	12	1
I would feel comfortable about approaching the school with questions or a problem.	46	50	3	0	2
The school expects my child to work hard and achieve his or her best.	31	59	8	0	2
The school works closely with parents.	19	46	33	2	1
The school is well led and managed.	27	49	14	6	5
The school is helping my child become mature and responsible.	29	51	15	0	5
The school provides an interesting range of activities outside lessons.	16	33	27	6	19

(Some rows may not add up to 100 due to rounding up and down within sections.)

### Other issues raised by parents

Concerns about the large numbers of pupils in some classes and the available space.

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

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

70. The school admits children to the Nursery during the year in which they are four and to the Reception classes in the September of the year in which they are five. Attainment on entry to the school covers the full range, with pupils of higher and lower attainment, and assessments show broadly higher levels than the local education authority average. By the age of five, children's attainment exceeds the expectations of the nationally recognised Desirable Learning Outcomes for language and literacy, mathematics, personal and social development and knowledge and understanding of the world. Attainment in physical and creative development matches expected levels. The high standards in language and literacy have been maintained since the previous inspection and standards in other subjects have improved.
71. Overall, the provision for children under five is good. The Nursery provides a rich and stimulating curriculum. In Reception, there is inadequate breadth and balance. Timetable constraints mean that there are limited opportunities for children to represent, initiate and develop their own ideas through art, music, malleable materials and imagination. Children are not getting their full entitlement to a range of learning opportunities that assist all aspects of their development. The children benefit from close links between the Nursery and the Reception classes in the form of detailed information about learning targets. This supports their confidence and helps them settle quickly into each subsequent stage of learning.

#### **Personal, social and emotional development**

72. When children enter the Nursery at the age of three most of them have already had experience of playing and working in groups at the parent and toddler group and the playgroup that are held in adjacent rooms. This enables staff to work closely together and eases the transitions for children from one phase to the next. Parents are welcome at the start of each morning and the communication between staff and children is an important factor in ensuring that the children enjoy and benefit from their learning experiences. The staff plan carefully and successfully to support this area of children's learning and they teach personal and social skills well.
73. Most children enter the Reception classes with good levels of social confidence, self-reliance and concentration. The teaching of personal and social development is not specifically planned and is satisfactory overall. Through consistent expectations of behaviour and firm but friendly relationships children are taught to adapt quickly to the requirements to concentrate for extended periods of time. They persevere well and make further gains in self-reliance as their practical skills develop, for example when they are changing for physical education or when they are engaged with an interesting and challenging activity. They behave sensibly, taking practical initiative, such as picking up a pin found on the carpet and taking it to an adult. They happily make choices when they have the opportunity. However, overall gains in independence and initiative while satisfactory, are constrained by the rigours of the present timetable. Children take considerable pride in their achievements and enjoy their work. Occasionally their desire to succeed causes disagreement between peers, as for example, when two children both want the same piece of equipment at the same time and forget to negotiate taking turns.

### **Language and literacy**

74. By the age of five, standards of language and literacy for most children in the Nursery and Reception classes exceed expectations. Teaching of language and literacy skills is good in the Nursery and successfully fosters children's interest in and enjoyment of books and listening to stories. For example, they follow a 'Topsy and Tim' book while listening to an audio-tape. They handle books carefully and begin to understand how they are organised. They enjoy making up their own stories and role-play them confidently. They begin to identify letters by their shape and sound, with the additional help of colourful illustrations. As a result of good teaching strategies, children make a good start to writing. They produce play writing in an imaginary office and make very good attempts to write their own name to label their art work. All staff provide very good linguistic role-models and the rich nursery curriculum, with its wide range of interesting activities, supports children's interest in expressing themselves very well.
75. The provision for language and literacy in Reception is good. Most children enter Reception with standards above expected levels. A significant minority have high levels of attainment. The quality of teaching is good. Teachers use the literacy strategy well to develop and extend children's listening, speaking and reading skills. Staff further develop and extend children's language skills well through whole-class question and answer sessions, as well as the careful selection of books and stories. Children greatly enjoy books such as 'Grandma's Cat'. They take considerable and justifiable pride in their reading skills. Staff provide very good role models and have high expectations of children's language and literacy skills. Children are skilled at using subject specific vocabulary, such as 'cursor' and 'icon' when using computers. Teachers place due emphasis on the value of role-play in supporting initiative, decision-making and expressive skills. They plan well to include this activity in their plans for some sessions. However, opportunities for children to express themselves, to initiate their own discussion based upon their own experience and to listen carefully to each other in order to begin collaborative work, are limited. Most children develop good writing skills and write their names accurately. They enthusiastically use a variety of strategies, such as recognising and copying key words, to construct their own short sentences. Their letters are clearly shaped and their writing demonstrates that they are already working successfully towards the first level of the Key Stage 1 National Curriculum.

### **Mathematics**

76. Mathematical skills exceed expected levels in both the Nursery and Reception classes. Children in the Nursery count a small number of objects accurately and recite sequences of numbers. The teaching of mathematics in the Nursery is good and staff promote mathematical language well. Children's use of the language of shape and number demonstrates very good understanding. They are interested in patterns and sequences and produce repeated patterns of the colour sequence of traffic lights well.
77. The Reception class teachers make good use of the national numeracy framework. The teaching of mathematical understanding is consistently good. Children enjoy mental mathematics when they try to outwit a fluorescent pink puppet, 'Ollie', in recognising patterns of number on dice without counting each mark. They begin to add 'one' mentally by 'counting on'. Almost all children exceed national expectations in their understanding and use of mathematical skills and a significant minority are well above national expectations. For example, almost a third of the children complete simple linear addition on paper and are working well towards National Curriculum Level 1 in this respect. Teachers provide good opportunities for children to use their numerical understanding by applying it to a range of mathematical games, such as

dominoes or to practical situations such as a queue of animal shapes. In this situation pupils use the language of position with maturity when they identify which animal is 'second' or 'third'.

### **Knowledge and understanding of the world**

78. Children in both the Nursery and Reception classes have a good understanding of the world around them. Children confidently move around the Nursery knowing where to find their chosen activity or resources. They know where they live and how many brothers and sisters they have. They remember which Purim clown a friend has made and the activities that they have shared recently. They successfully express their understanding of the world around them in their paintings, constructions and play. For example, they produce paintings and collage representations of visitors, such as fire fighters and dentists. The teaching of this area of learning in the Nursery is good. Good planning provides stimulating activities for the children. Children are encouraged to select suitable materials and equipment to make concertina Purim clowns and understand that by folding the clowns' legs, the models have increased movement.
79. In the Reception classes children exceed national expectations in their skills in talking about their experiences. They provide interesting detail when recalling a holiday, for example about the weather or a favourite outing. Additionally they begin to appreciate that the past extends beyond their own experiences. They listen with interest to a visiting grandparent and ask questions, such as 'Did you have a telephone?' They handle old artefacts such as toys, a teddy, money and photographs with interest and care. In this respect they are well on the way to working at Level 1 of the National Curriculum Programmes of Study for history. They are very confident with computers and quickly learn how to produce a particular effect on the screen by using the mouse to move the cursor to a particular icon. When they are making shopping bags for their role-play area they select the best materials for joining the paper to make the strongest bags possible. However, work is often over-prescriptive and allows little independent decision-making. Overall the teaching of this area of learning is satisfactory. Teachers have high expectations of children, and occasionally they are too high. This constrains children's learning, for example about the qualities of different materials. While children's knowledge and understanding of this area of learning exceeds national expectations in most elements, they have limited opportunity to make independent discoveries and in these elements they meet expected levels.

### **Physical development**

80. Children in the Nursery are confident when participating enthusiastically in music and movement sessions. In the only lesson seen during the inspection, teaching was very good and as a result, children developed their skills very well in altering movement to match the music. The strengths of the teaching were the very effective use of praise and motivation to improve sequences of movement and response. Overall children's level of co-ordination is satisfactory. They use tricycles without collisions in their own play area and they use paintbrushes, pencils and other equipment with increasing control.
81. In the Reception classes children's physical skills meet expected levels. They develop co-ordination skills and begin to hop and skip as expected. They increase their accuracy in throwing a beanbag into a crate as they mature during the year. The quality of teaching is satisfactory. Staff encourage independence, for example when children are changing for physical education and this supports their organisational skills and co-ordination. However, there is no designated outdoor equipment for children in the Reception classes. The lack of large pull and push equipment

constrains development in physical, social and independence skills. Most children reach the outcomes for this area of learning.

### **Creative development**

82. There is continuous opportunity for children in the Nursery to be creative and to use their imagination. Paint and craft materials are always available and children enjoy exploring paint and textures to produce both two- and three-dimensional artwork. Teaching in this area of learning is satisfactory. While teachers leading these activities provide very good supporting language and interesting projects, they tend to focus upon the outcome and so undermine the full range of learning from the process, as identified during the previous inspection. However, in a music session seen during the inspection, the teaching was good. All children enjoyed playing bells or shakers to accompany the piano playing of Punchinello. Children demonstrated a good understanding of distinguishing between quiet and loud music-making and participated in singing enthusiastically.
83. In the Reception classes timetable constraints mean that there is limited opportunity for children to represent, initiate and develop their own ideas through art, music, malleable materials and imagination. When they are given the opportunity to use creative skills, for example when they make decisions while selecting materials to make invitation cards, their attainment meets expected levels. The quality of teaching for this area of learning is satisfactory.

## **ENGLISH**

84. Standards attained in English are high throughout the school. In the 1999 National Curriculum tests at the end of Key Stage 1 the percentage of pupils reaching the expected Level 2 and the higher Level 3 was high when compared with the national average and well above average when compared with similar schools. Standards in reading, speaking and listening were very high and in writing were well above national averages. These results were above average when compared with similar schools. Standards have been consistently well above national averages over the last three years.
85. Inspection evidence confirms that these high standards have been maintained since the previous inspection. The majority of pupils attain very high standards in reading and high standards in writing with a significant minority attaining very high levels. Teachers place a high emphasis on pupils' choice and use of vocabulary and this is having a significant impact upon further enhancing the quality of pupils' writing. Girls and boys are performing at similar levels in both reading and writing, maintaining similarities assessed on entry. This is against the national trend as girls generally outperform boys in English.
86. At Key Stage 2, the percentage of pupils attaining Level 4 and above in the 1999 national tests was well above the national average. The percentage of pupils reaching the higher Level 5 was above average. These results are above average when compared with similar schools. Since 1996, the results in English have been very high and there is very little difference between boys and girls, a judgement identified on entry. This is against the national trend as girls generally outperform boys in English at Key Stage 2 as well as Key Stage 1. Pupils learn well in speaking, reading and writing and satisfactorily in listening skills, throughout the school.
87. Standards in speaking are high throughout the school, while standards in listening meet expected levels. The school has worked very hard since the previous inspection to improve pupils' listening skills. The result is that most pupils now listen attentively

to staff most of the time. Good use is made of the last part of literacy lessons for pupils to read their work to peers. Pupils listen politely during these sessions but at Key Stage 1 they do not yet respond verbally to each other's work and so are not demonstrating that they have listened thoughtfully. Teachers have high expectations of pupils and constantly invite pupils to explain their ideas and justify their opinions. For example, each pupil in the Year 2 class selects a humorous poem and explains why they find it amusing. This results in a high level of confidence and skill in explaining ideas.

88. At Key Stage 2, teachers ask challenging questions inviting pupils to speculate on why poets and authors have used particular words or phrases. Pupils are asked what a writer may have been feeling and how the text makes them feel. This level of questioning demands that pupils develop ideas and justify their thoughts with a high level of individuality and consideration. Older pupils extend their listening skills and pay closer attention to their peers because they enjoy opportunities to have friendly argument and to debate issues, such as whether it is better to live in Buckden or Alwoodley.
89. The school places a high emphasis upon reading and the enjoyment of books. Teachers teach reading skills well and pupils are very highly motivated to read with enthusiasm. Throughout the school, teachers constantly teach to the higher order skills, expecting pupils at all stages to read thoughtfully. Younger pupils are expected to both voice and write about their preferences and predictions in books. This has a direct impact upon standards and makes a significant contribution to the high standards at the end of Key Stage 1. They read fluently and expressively and identify favourite authors. They begin to skim the text to locate their favourite part of a book previously read. Older pupils analyse writers' styles, to identify themes that are implicit and to focus upon the significant words or phrases that steer the plot or characterisation. During the inspection pupils in Year 6 conducted just such an analysis of a mystery entitled, 'Stone Dead'. Older pupils talk about their reading habits and make mature comparisons both between authors and also between books by the same author.
90. Standards in writing are just below those in reading at Key Stage 1 but are still above national averages, with a significant minority attaining standards that are well above national averages. At Key Stage 1, most pupils organise their written work well and develop their ideas on paper with a good level of logic. They use a neat cursive script and their spelling is usually accurate. In Year 1, pupils complete sentences starting with, 'The farmer was mean because...'. This extends both their writing skills and also their understanding of a story that they have read. Younger pupils understand that writing styles change to suit different purposes. This understanding is supported well by different subjects in the curriculum. For example, pupils in Year 2 write their own 'postcards' and write reports of experiments for science. By the end of Key Stage 2 standards in writing remain above expected levels. Pupils in Year 3 develop this understanding further when they write fables in the styles of Rudyard Kipling's 'Just So' stories. Pupils in Year 4 confidently experiment with vocabulary and rhythm when they write Tu B'Shevat poems. By Year 5 pupils use vocabulary with perception and humour when they report on a visit to Elland Road football ground in the style of a newspaper report. For example, they write, 'We tackled some questions with a former professional.'
91. Boys and girls at all attainment levels make good progress in their learning of English. Pupils with special educational needs receive positive support from their assistants. Pupils who speak English as an additional language attain expected levels. Higher attaining pupils learn well and a minority attain standards which are very high. The

school is implementing the National Literacy Strategy well and this contributes positively to the consistently good progress made by all pupils throughout the school. The emphasis upon vocabulary means that pupils express thoughts and feelings and their written work contributes well to their spiritual development and awareness. For example, in a poem entitled 'Time Capsule' a pupil in Year 6 wrote 'In my box of treasured memories I would place: The warmth of the spring sunshine glowing in your face'. The school promotes literacy well through other subjects, such as history. For example in Year 2, pupils use research and study skills to enhance their knowledge about Grace Darling and then write about her, freely choosing their own words and structure.

92. Pupils enjoy the literacy hour and are interested in the texts that they study. Most pupils attend well most of the time and behave well in lessons. They listen carefully to the teacher and work quietly with good levels of perseverance. Occasionally, with a new teacher or when the lesson has started rather slowly, pupils are unsettled or are slow to respond. However, when teaching is very good towards the end of Key Stage 2, pupils are fired with enthusiasm and work extremely hard. These pupils are also very sensitive towards their peers, for example when listening to each other's onomatopoeic poems about water.
93. The quality of teaching is good. There is an equal distribution of good and very good teaching that accounts for sixty per cent of the lessons and teaching is never less than satisfactory. The best teaching is characterised by very high expectations, warm relationships and strategies that empower pupils and enhance their self-esteem. Teachers mark written work carefully and often write constructive and individualised comments that commend pupils' efforts and give them points for development. Teachers plan well to meet the elements of the National Literacy Strategy and also adapt work well to meet individual needs at all levels. The co-ordinator is currently on long-term absence but the headteacher provides good leadership in the subject. This has had a good impact on the development of the subject. Teachers have good assessment procedures and make good use of the information collected on a day-to-day basis to inform planning. Additionally, the school has tracked the progress of individual pupils to provide them with suitably realistic but challenging targets.

## **MATHEMATICS**

94. The results of the 1999 National Curriculum tests at the end of Key Stage 1 show that all pupils attained the expected Level 2 and above. This is very high in comparison to the national average. The percentage of pupils attaining the higher Level 3 was also very high. Compared to schools of similar background, standards were well above average. Results of the 1999 National Curriculum tests at the end of Key Stage 2 show that the percentages attaining the expected Level 4 and above and the higher Level 5 were above the national average. Results were average when compared to similar schools.
95. Evidence gathered during the inspection, across a wider range of work than that covered by the tests, shows that the majority of pupils currently in Year 2 and Year 6, are in line to attain standards that are above national expectations by the end of both key stages. Substantial minorities in both key stages are set to attain standards that are considerably higher than expected. Better teaching and improved planning have resulted in significant improvements since the previous inspection. Standards are consistently good throughout both key stages. As a result of the successful implementation of the National Numeracy Strategy pupils, including those with special educational needs, make good progress in learning about numeracy and all other aspects of mathematics. The strategy has been particularly effective in ensuring that



learning develops systematically and that tasks planned by teachers are closely matched to pupils' needs and prior attainment.

96. In Key Stage 1, thorough planning by teachers ensures that pupils make good gains in the acquisition of new knowledge and skills of number and all other aspects of mathematics. By the time they are aged seven all pupils demonstrate a good understanding of the value of each digit in numbers to 100. They confidently halve and double numbers to 100 and use other calculation strategies to solve number problems. They use standard and non-standard units accurately for measuring and describe carefully the particular features of common two- and three-dimensional shapes. They thoughtfully present and interpret information in tables and block graphs.
97. In Key Stage 2, pupils continue to make good progress in their learning as they build successfully on their secure knowledge of number. By the end of the key stage they develop a range of methods to add, subtract, multiply and divide and show a good understanding of the relationship between these operations. They calculate area and perimeter, measure length, weight and capacity with accuracy and construct and interpret a wide variety of graphs and charts. As a result of teachers' high expectations considerable numbers of pupils acquire higher order skills, dealing confidently with percentages, using all four number operations to two decimal places and measuring angles accurately. Throughout the school, classroom assistants provide both teachers and pupils with effective support. This makes a significant contribution to the good progress made by pupils with special educational needs who often attain average levels. Higher attaining pupils are also suitably challenged and extended to attain levels that are above expected levels. Pupils who speak English as an additional language make good progress in their literacy skills and the majority attain expected levels.
98. Standards of numeracy are good at both key stages. With good levels of support and training, teachers have conscientiously implemented the National Numeracy Strategy and are clearly aware of the importance of teaching pupils a range of strategies for carrying out calculations. They provide pupils with regular and frequent opportunities to talk about and explain their methods in order to improve their problem solving skills and develop their mathematical reasoning. Some good examples were observed during the inspection of pupils using and applying their mathematical skills and knowledge to investigate and solve real life problems, both within mathematics itself and in other subjects. In Year 4, for example, as part of a science study unit, pupils measure arm lengths and predict how much they will grow while at Brodetsky. However, the school has identified the need to develop skills of problem solving further. Overall pupils' attitudes to mathematics are good. Most pupils behave well and are well motivated. They have a strong desire to improve and this has a positive impact on the high standards they attain.
99. The quality of teaching is good overall. It ranges from satisfactory to very good and although stronger in Key Stage 2 than in Key Stage 1, it makes a significant contribution to the good quality of pupils' learning which is seen throughout the school. Teachers' good knowledge of mathematics is a particular strength. It is evident in the effective questioning and clear explanations which are features of all successful lessons. All lessons are well structured in line with the numeracy strategy and have clearly defined objectives which are shared with pupils in order to ensure that their learning is purposeful. This is particularly effective when teachers return to these objectives during the conclusion of a lesson to reinforce pupils' learning. This was demonstrated in a very successful lesson where pupils in Years 1 and 2 explained

what they had discovered about number sequences while allowing the teacher to assess their levels of understanding.

100. Mathematics is managed by an experienced and knowledgeable teacher. Her leadership and commitment to high standards have helped to create a good ethos for learning. The results of tests and assessments are carefully analysed and the implications for the curriculum and teaching are shared with colleagues and governors. Overall resources are adequate. However, with the generous support of parents, the school has recently made big improvements to the range and quality of practical apparatus to support the teaching of number. These have been particularly effective in teaching a variety of strategies for mental calculations. In addition, teachers have planned a greater variety of interesting tasks to motivate pupils and to sustain their concentration.

## **SCIENCE**

101. The results of the National Curriculum teachers' assessments in 1999 show that standards of attainment at the end of Key Stage 1 were close to national averages and below average when compared with schools of similar background. Results of national tests at the end of Key Stage 2 show a similar picture, with attainment being close to national averages and well below schools of similar background. These standards represent a drop compared to those attained during the last inspection.
102. The school was aware that standards in science had dropped significantly behind those of mathematics and English and has made great efforts over the last year to make improvements. Test results have been analysed and several useful strategies have been put into place. These include in-service training for teachers, a new scheme of work to ensure consistency of coverage, regular assessment and a helpful organisation of revision. During the inspection it was judged that the new strategies have been successful in Key Stage 2, where standards are above expected levels. In Key Stage 1, standards are still at expected levels, with a good number of pupils working at Level 2, but the percentage of pupils working at the higher Level 3 is a small minority.
103. By the end of Key Stage 1, the majority of pupils have a sound understanding of the benefits of healthy eating and cleaning their teeth. They correctly name several bones and joints in the human skeleton. There is good recognition of common types of materials and most pupils describe accurately such properties as transparent, shiny, magnetic and non-magnetic. Pupils carry out careful observations to test which forces are required to change the shape of certain materials. Pupils of higher attainment successfully explain how their results were arrived at through fair testing. However, they do not record their results in a variety of ways of their choosing.
104. By the end of Key Stage 2, most pupils have a good knowledge of the major organs of the body and describe in detail the functions of the heart. They make predictions based on their scientific knowledge and design experiments through which they test their theories. For example, they discovered that yeast is a living micro-organism which grows when fed with sugar and warm water. They give very valid reasons for their results. There is an increasing skill in using abstract reasoning, such as explaining that there is a balance of forces when a supermarket trolley is stationary. No evidence was found of work on materials and their properties in Year 6. There are good cross-curricular links with mathematics and information technology in work that requires data collection and presentation of results in table or graphs. A typical example of this is the work on comparison of pulse-rates in Year 6. Good links with

art are shown in a Year 6 display of pastel pictures arising from the study of different light sources.

105. In Key Stage 1, pupils make satisfactory progress in their acquisition of new knowledge and skills. Good progress is seen in lessons when the class teacher provides helpful resources and the lesson is organised well to ensure that the pupils fully understand the objectives of the task. On a few occasions when the work is not planned to challenge pupils at their own level of attainment, the progress of higher attainers particularly is less than it could be. There is good progress throughout the school in the pupils' ability to carry out investigations. Teachers are becoming accustomed to the scheme of work and provide regular opportunities for the pupils to apply intellectual and creative effort to learn through practical experiments. Younger pupils use the majority of their senses to discover and discuss whether particular materials sink or float, feel rough or smooth or are attracted to a magnet. Older pupils discover that some springs require stronger forces of pull than others, when experimenting with springs of various sizes and strengths. Later, this knowledge is extended by the pupils' experiments using a force-meter to measure force in Newtons. Higher attaining pupils respond to good challenges and attain above expected levels. Pupils with special educational needs make good progress in their learning and a small number attain expected levels. Pupils who speak English as an additional language respond well to the good support provided and most attain expected levels. There is little variation between the performance of girls and boys.
106. The quality of teaching during the inspection was very good. Nearly 90 per cent of lessons were good or better, with a quarter being excellent. There was no unsatisfactory teaching. There is a clear correlation between the quality of teaching, the resulting attitudes and behaviour of the pupils and standards of attainment. In the best lessons teachers have very good knowledge and understanding of the subject and show clear learning objectives for each lesson in planning documents. These objectives are shared with the pupils so that they have a clear understanding of what they are expected to learn and therefore work with confidence. Teachers manage pupils well and have very few behaviour problems, particularly when the pupils find the work challenging and interesting. Introductions to lessons are often presented with great enthusiasm, with the result that the pupils are highly motivated and settle down to their tasks quickly and concentrate well. Higher attaining pupils can lose interest if the whole-class discussion does not include questions directed at their level.
107. When pupils are working, most teachers use questions appropriately to assess progress and encourage pupils to think for themselves. Teachers are very successful in interpreting the scheme of work through lessons that inter-link and provide activities that help pupils to gradually build up their knowledge and skills. Pupils respond very positively when the teacher builds up a relationship of mutual respect. They feel confident when providing answers during discussions because their opinions are valued. Pupils collaborate well together, share resources unselfishly and enjoy much of the well-organised practical work. The oldest pupils work extremely well together and are a credit to the school in their productivity and work-rate. This is demonstrated well when they are given work that allows them to demonstrate initiative and independent development of ideas.
108. The co-ordinator has worked hard to organise the scheme of work to accommodate the QCA scheme and to ensure continuity of coverage of the Programmes of Study of the National Curriculum. This is especially important for the mixed-age classes in meeting their different needs. The pattern of planning is consistent throughout the school and assessment strategies are being developed well. The co-ordinator has begun to monitor teaching and learning through direct observation of lessons and this

provides useful guidance to teachers. The growing portfolio of work is very helpful for teachers when judging the pupils' levels of attainment. There is a need for further staff in-service training in this area, to ensure new teachers are fully aware of the system. The analysis of assessment results by the headteacher and co-ordinator has been an important development, to identify particular weaknesses in test results and organise appropriate strategies for improvement. Teachers regularly use day-to-day assessment of pupils' progress to take into consideration when planning further work.

## ART

109. At the end of Key Stage 1 the majority of pupils make satisfactory progress in their learning and attain standards that are in line with those normally seen from pupils of similar age. This is an improvement from the previous inspection when standards were judged to be below expected levels. At the end of Key Stage 2 standards are above those normally seen from pupils of this age. The good standards of the previous inspection have been maintained. The introduction of a new scheme of work to guide teachers' planning has contributed significantly to improvements in standards of work.
110. Better planning has enabled pupils to experience a variety of techniques including observational drawing, collage, printing and three-dimensional activities. Younger pupils are introduced to the work and techniques of famous artists, which not only extends their knowledge of art, but also makes a significant contribution to their cultural development. This was demonstrated well by Year 1 pupils when painting colourful and detailed pictures in the style of Paul Klee. Year 2 pupils make good use of a range of materials when experimenting with block prints and leaf-prints. They also develop early sketching skills linked to the landscape work of Van Gogh.
111. Older pupils enjoy good opportunities for wider cultural experiences studying the work of artists from Indian and African cultures and developing good links with Jewish studies. This was demonstrated well when presenting work of good quality emphasising different textures, showing scrolls of the five books of Moses in connection with their studies of the Torah and weekly Shabbat assemblies. The use of sketchbooks is further extended in Years 5 and 6 to enable pupils to develop pieces of work over time and in different ways. This was demonstrated well by Year 5 pupils in their sketches of trees and subsequent experimentation with different colours to show warm or cool feelings. Year 6 pupils produce work of high quality when using a range of materials, including pencils, charcoal and pastels to draw a violin and bow. They are enthusiastic and talk confidently about their work. The teacher makes very good use of a carefully prepared and tasteful display to focus pupils' attention on the use of colour, line and shape. Pupils use a variety of techniques and pay great attention to detail and the effects of light to represent their ideas. Pupils with particular skills in art work are encouraged to create imaginative and colourful pieces of work. Pupils with special educational needs also make good progress in their learning and frequently produce work that matches the quality of others.
112. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. The most successful lessons are well structured, with a good balance between direct teaching of skills and techniques and pupil activity. As a result, pupils' attitudes to their work are very good and they clearly enjoy these lessons. Teachers generally plan interesting and stimulating tasks and this has a positive impact on the quality of pupils' learning, as in Years 3 and 4 where pupils readily grasped the idea of experimenting with pencils of different softness to create patterns emphasising line, shape, tone and pattern. In these lessons the teachers provided good opportunities for pupils to make judgements about their own work and that of others, increasing

their understanding of how they might improve. Good working relationships developed and they supported each other well.

113. The subject is managed well by a knowledgeable co-ordinator who is currently on long-term absence. Since the previous inspection she has produced a good scheme of work that now ensures full coverage of the essential aspects of the subject and provides useful guidance for non-specialists. Before her absence, the co-ordinator monitored the implementation of the scheme to ensure that pupils acquire important skills systematically as they move through the school. Teachers assess pupils' work effectively on a day-to-day basis to improve the development of skills.

## **DESIGN AND TECHNOLOGY**

114. Only one lesson, in Key Stage 1, was timetabled during the inspection. Discussions with pupils and teachers confirm that standards of work in the limited experiences provided are satisfactory but the current provision and range of learning experiences is unsatisfactory. This has been identified by the school and a new co-ordinator has recently been appointed.
115. Pupils in Years 1 and 2 design and make their own versions of multi-coloured coats representing that worn by Joseph in the Bible story. They draw pictures to communicate their ideas and designs and experiment with joining materials in different ways, explaining their preferences clearly. Some explore their ideas by using a computer program. The finished products are of satisfactory quality and pupils use opportunities effectively to evaluate their products in order to identify what might be done to improve them. In the one lesson seen, the quality of teaching was satisfactory. Clear objectives linked to a previous lesson, enabled pupils to understand the task and promoted effective learning. There was a satisfactory balance between direct teaching and pupils' activities.
116. Evidence of pupils' work shows that Year 4 pupils have designed their own bedroom interiors using a computer program which provides three-dimensional representation in graphics. Work has commenced on joining wooden structures to make and assemble personal preferences for furniture. In Year 5, pupils designed and made their own photograph frames. There was evidence of planning ideas and satisfactory evaluation of the finished product. Throughout the school, pupils' knowledge and understanding of designing and making skills are being developed but not systematically. The scheme of work requires updating to ensure the development of important subject skills as pupils move through the school and so raise standards further.
117. The new co-ordinator has carried out an audit of the subject and has prepared a draft action plan to ensure the progressive development of essential skills. Resources are adequate in quantity and quality and increasing use is made of information technology to improve provision.

## **GEOGRAPHY**

118. Due to timetable arrangements, very few lessons were seen during the inspection. However, a scrutiny was made of pupils' work, wall displays, co-ordinator's file and planning documents. Also, discussions were held with the co-ordinator and pupils. From such evidence it is judged that standards in both key stages are similar to those normally seen from pupils of this age. This is the same judgement as the previous inspection.

119. Scrutiny of completed work shows that many improvements have been made over the past year. The school now has a detailed scheme of work and curriculum planning is established and followed carefully by teachers. However, the present Year 6 class has been taught by several teachers due to staff absences and the continuity and standards of the pupils' work have been affected. Pupils have covered a broad geographical curriculum and acquired a suitable range of skills.
120. By the end of Key Stage 1, pupils begin to use suitable vocabulary to describe physical features such as hill, mountain and river. They are familiar with how buildings are used for houses, shops and factories. Pupils make interesting comparisons with features from where they live, compared with the fictional island home of Katie Morag. For example, they have strong opinions about the disadvantages of waiting for a boat in order to visit friends or to go shopping. Pupils draw simple maps of their routes to school and produce satisfactory imaginary islands with a selection of appropriate physical and human features. Pupils have a good understanding of the differences between the mainland and an island. The youngest pupils give simple descriptions of the daily weather.
121. By the end of Key Stage 2, pupils develop a good understanding of the importance of location when comparing places, including the influence of geographical position on the climate of different areas. They have a good understanding of maps, including Ordnance Survey local maps using four-figure references, and know a good range of symbols. They have had limited experience of producing their own maps. Pupils have a sound understanding of reasons for the differences in size and nature of settlements, with a good knowledge of the features of Alwoodley acquired through direct observation. There has been satisfactory improvement in pupils' opportunities to acquire and use investigative skills since the previous inspection. There is no significant difference in the standard of work of boys and girls. Pupils who speak English as an additional language make satisfactory progress in learning new skills and attain expected standards. Pupils with special educational needs make satisfactory progress in relation to set targets.
122. Pupils have positive attitudes towards geography lessons and enjoy fieldwork, working with maps and visiting places of interest in the locality. Parents appreciate that the school has a reputation for good behaviour when visiting Alwoodley and Buckden. There is evidence of satisfactory progress as pupils acquire a range of skills as they move through the school. Good use is made of the pupils' holiday experiences to encourage them to form opinions of facilities, types of travel and weather. Pupils are motivated by different approaches, such as creating postcards describing a resort's physical properties. Newspapers are used very well to foster an understanding of weather symbols and information such as tides and warmest and coldest places. Pupils locate St. Lucia on a world map, through good use of index and atlas. Individual pupils take full advantage of personal research tasks for homework. For example, one Year 6 pupil produced excellent maps from a CD-Rom encyclopaedia. The co-ordinator has a good selection of photographs of types of houses and street furniture, and these are used well as a reference tool for pupils and teachers when planning or recording a local walk.
123. The co-ordinator provides satisfactory leadership and is very keen to ensure that geography does not lose any of its time allocation in the curriculum offered to pupils. The QCA guidance has been incorporated into the school scheme successfully and planning follows the school format well. Resources are satisfactory apart from a shortage of globes and good quality compasses.

## HISTORY

124. In history, the majority of pupils make satisfactory progress in their learning and by the end of both key stages attain standards which are similar to those normally seen from pupils of these ages. This represents a decline in standards since the previous inspection when attainment was judged to be good. In lessons observed during the current inspection the quality of teaching and the quality of pupils' learning was good. Pupils attained standards that were at expected levels. However, other evidence gathered from teachers' plans and samples of pupils' earlier work shows that the acquisition of new knowledge and history skills is not sustained at these levels throughout the school. This is largely because pupils are not given sufficient opportunities within the time available to consolidate and extend their knowledge effectively. In addition, the attention given to history in different classes, and therefore the volume of completed work, is not consistent and in Year 6, for example no current or completed work was available for scrutiny.
125. In Key Stage 1 pupils learn about the recent past and changes in their own lives and in the lives of familiar adults. They acquire knowledge about famous people and events in the more distant past, and by listening to stories they begin to appreciate the difference between fact and fiction. Pupils successfully use different sources of information and evidence, making good use of opportunities provided by teachers. For example, when learning about Grace Darling, they show a sound understanding of the passing of time through the use of a timeline and their good reading skills allow them to carry out a research task successfully.
126. In Key Stage 2, pupils make suitable links across the different periods they study. Opportunities to practise and extend their literacy skills continue in Years 3 and 4 when pupils write about life in Jorvik. They write with considerable empathy. However, the study of the Victorians by pupils in Year 5 is not carried out in sufficient depth to ensure that they achieve as well as they should. Yet in their current study of the local community and its more recent past, these pupils become enthusiastic young historians, confident in the use of subject specific vocabulary such as evidence, artefacts and enquiry. They co-operate effectively and share their acquired knowledge readily with partners and with the whole class. This makes a significant contribution to their personal development.
127. Overall the quality of teaching is satisfactory, although there are significant strengths. These include good knowledge of the subject which ensures that suitable emphasis is placed upon the development of history study skills. It is clearly evident also in the skilful questioning and careful explanations in the lessons observed. Teachers value pupils' contributions to class discussions and this motivates pupils to listen attentively and to become fully involved in the interesting tasks which are planned.
128. The history curriculum is well balanced but is not currently being implemented consistently throughout the school. This restricts pupils' progress and results in some underachievement. More accurate teacher assessment of pupils' progress has been identified by the school as an area for development, in order to ensure that pupils acquire essential study skills in a progressive and systematic manner. The curriculum is enhanced considerably by the school's involvement in an exciting new project that involves pupils in producing and using a CD-Rom as a community archive. This initiative is having a very positive impact on pupils' learning and is promoting a greater understanding of the concepts of change and continuity. The co-ordinator provides sound leadership of the subject. However, there has been insufficient time to develop the monitoring of teaching and learning within the subject.

## INFORMATION TECHNOLOGY

129. At the end of both key stages most pupils make good progress in their learning and attain standards which are above national expectations. This shows considerable improvement since the previous inspection when standards were judged to be below expected levels at both key stages. Improvement is due to a good, detailed scheme of work, the creation of a new computer room and better quality of teaching.
130. By the end of Key Stage 1, most pupils attain above expected standards. The youngest pupils quickly learn how to operate computers. They are confident working individually and in pairs and are very enthusiastic to reinforce their knowledge and understanding and learn new skills. They learn to log-on using their own user-passwords. They use the mouse control and keyboard accurately and acquire a good range of technological skills. Year 1 pupils assemble text and use the cursor to select key words and rotate them to name identified features. Year 2 pupils know that information can be generated or found in several different forms on a computer. They retrieve, amend and save work, often without help and understand instructions to achieve particular results, as for example when enlarging text and selecting colours to highlight particular text. Year 2 pupils also support their learning in literacy, as demonstrated when extending reading skills to help their research into historical characters such as Grace Darling. Listening stations are used well to increase pupils' enjoyment of literature.
131. By the end of Key Stage 2, most pupils attain above expected levels. Good links are made with literacy in most lessons and other subjects, such as design and technology in Year 3 when designing a bedroom, and with mathematics in Year 4 when learning to use spreadsheets. Most learning takes place in groups of half-class size in the new computer room where an information technology suite has been created. Teachers use the benefits of this development well to provide an effective balance between direct teaching of skills and pupils' involvement. Pupils are made aware of the importance of information technology in their lives and how it enhances the world of learning. This is demonstrated well by pupils in Years 5 and 6. They develop higher level skills, showing awareness of different audiences, gathering and interrogating information. They prepare data in suitable forms and use information technology well to present information for specific purposes. Year 5 pupils are involved in a Nuffield funded research project. They have collected old photographs and information about their families in the past and are preparing a CD-Rom about local history. There are also plans to make a film about the project. Year 6 pupils extend their knowledge of control work by designing programs for a simulated model to travel in a series of routes and shapes on the screen. They calculate units of distance and angles of turn, making changes as required, to complete the task successfully. Pupils who speak English as an additional language develop skills effectively and progressively and many attain expected levels, a few attain higher levels. Pupils with special educational needs make good progress due to the good support provided, and a small number attain above expected levels.
132. At both key stages the quality of teaching is good and as a result most pupils make good progress in learning early technological skills, including word processing. Teachers plan well and have clear objectives which are shared with the pupils. Skills are systematically developed and well supported by teachers who promote a good balance of direct teaching and pupil activity. All pupils enjoy using computers and other technological equipment. They relate well to each other and to adults. In formal teaching situations they listen carefully to instructions about new techniques and teachers encourage participation with good use of questioning. Brisk pace is evident in all lessons and pupils respond well and work with great enthusiasm and confidence.



133. Teachers are developing new strategies for teaching technology skills to half-class sized groups in the new computer room. Teachers and support staff have a good knowledge of computing and plan appropriate links with other curriculum subjects, such as literacy, mathematics, science and history. Very good use is made of time and resources with good organisation of computers. Teachers are always supportive and encouraging. These qualities have a good impact on pupils' learning and attitudes. Pupils work quietly and efficiently at computers and think out solutions to problems for themselves, working collaboratively in pairs when required. Pupils work in mixed attainment and gender groups and this successfully promotes their social development. Their attitudes to the subject and behaviour in lessons are very good.
134. The scheme of work provides good coverage of the National Curriculum Programmes of Study. Resources are used well to support learning linked to other subjects in the curriculum. In addition to a good number of computers in the computer room, each classroom has at least one computer to support learning. The co-ordinator is enthusiastic and knowledgeable and has contributed significantly to the improved provision for the teaching of skills. This includes new assessment procedures which are good and are used effectively to monitor pupils' progress.

## **MODERN FOREIGN LANGUAGES**

### **Hebrew**

135. Standards of attainment in Modern Hebrew meet the expectations of the SCOPUS syllabus in the under-fives and at the end of Key Stage 1. Standards at the end of Key Stage 2 are below expected levels. This is a drop in standards since the previous inspection when standards at all stages matched expected levels. A significant factor in the drop in standards is the range of different teachers used since almost the beginning of the academic year.
136. At Key Stage 1, the majority of pupils attain satisfactory levels in oral skills with those having Hebrew as a first language, a small minority, being very good. At Key Stage 2, the majority of pupils attain levels lower than expected with only a minority attaining expected levels. Much of the lesson time is spent on oral work giving pupils the opportunity to develop appropriate knowledge and skills. In the younger classes skills are reinforced by means of repetition involving all pupils in turn.
137. Pupils' reading skills are satisfactory with a minority of above average pupils being good at reading unfamiliar material with few mistakes. They read whole words and often demonstrate the ability to self-correct. Standards of reading by lower attaining pupils are unsatisfactory with a tendency to read individual letters as well as making careless mistakes such as misreading the word. A number of pupils read with an emphasis on speed rather than fluency. Translation of unfamiliar material was generally unsatisfactory.
138. Since the previous inspection standards have remained similar at Key Stage 1, particularly in oral and written skills. At the end of Key Stage 2, standards have declined in most aspects. In both key stages standards in handwriting are below expected levels. Pupils take pride in their work and the presentation of all work seen in Years 4, 5 and 6 was clear and accompanied by some attractive illustrations. The handwriting skills of a majority of Key Stage 2 pupils are unsatisfactory as they are only just learning how to write the letters of the alphabet in cursive script, which is a lower level than expected of this age. In the long-term absence of their regular teacher, pupils in Years 4, 5 and 6 have few opportunities for writing.

139. Many lessons are too teacher directed, particularly at Key Stage 2, and as a result pupils have limited opportunities for independent study. Where more challenging and exciting work is given, the pupils are very interested and involved. Good examples of this included the use of puppets and role-play, and in Year 6 where pupils listened to, translated and analysed a children's song. Of particular benefit to pupils' progress in their learning, is that from Key Stage 1 onwards they are grouped by attainment levels. At the time of the inspection, teachers of the subject were native Hebrew speakers who are dedicated and have good subject knowledge. However, this is not always the case. Assessment procedures and their use are unsatisfactory. At Key Stage 1 assessment is insufficiently detailed and only informal records are kept in Key Stage 2.
140. The learning of pupils in Years 4, 5 and 6 has been adversely affected by the long-term absence of the Hebrew teacher, who is also the subject co-ordinator. Although the school arranged supply cover, there is limited availability of suitably qualified teachers in the city. Arrangements are currently part-time and short-term. As a result, the monitoring of teaching and learning is unsatisfactory and has an adverse effect on planning and development. This is especially so in the case of the Tal Am scheme, for which the school has received funding and anticipates that its introduction will greatly improve standards. The scheme requires initial teacher training and the school has delayed this until the future of the co-ordinator is determined. The Hebrew learning programme is based on a nationally recommended curriculum produced by SCOPUS, the school's foundation body. There is a lack of suitable resources and although information technology has recently been introduced for one class, it is too early to see the effects it will have. There are good curricular links with Jewish studies.

## **MUSIC**

141. The standards attained by pupils at the end of both key stages are similar to those normally seen from pupils of this age. Compared to the previous inspection, Key Stage 1 standards are the same, but in Key Stage 2 standards are not as high as before, when they were above expected levels. During the previous inspection Key Stage 2 benefited from specialist music teaching by the co-ordinator. This is not available at present. Another important factor is that the school has been without a co-ordinator for a time. Standards of work in class lessons and extra-curricular provision have dropped during this period and there is some underachievement by pupils.
142. Pupils attain good standards in singing throughout the school, demonstrated in assemblies as well as class lessons. Pupils learn new songs quickly in Key Stage 1, with class teachers using their own voices confidently as well as recorded music to introduce new material. Key Stage 1 pupils follow the pulse or beat of sung music very successfully clapping quite intricate rhythms or using untuned percussion instruments. The class teachers' enthusiasm is shared by the pupils who are very keen to participate in practical music-making. Pupils are given good guidance when choosing instruments to evoke particular feelings when illustrating the words of a poem by banging, scraping or shaking. There is a good development of the pupils' own ideas, brought together well by the teacher for a class performance. Pupils are encouraged to evaluate their work when listening to a recorded version. They express interesting opinions that are used well by the teachers to increase their musical vocabulary. However, there are few opportunities to develop skills of composition and there is some underachievement in this aspect.

143. In a video recording of a Year 2 performance of 'Noah', pupils demonstrated the ability to learn songs quickly and to perform them for an audience with confidence and accuracy. Percussion accompaniment enhanced the presentation of some of the songs. Parents and friends of the school appreciated and enjoyed this performance as well as other items from Key Stage 1 classes in November last year and also including Key Stage 2 work when celebrating Channukah.
144. Only one class lesson was observed in Key Stage 2. The pupils were challenged appropriately to clap quite intricate rhythms. They responded well and showed the ability to listen carefully before accurately repeating a series of beats supplied by others. Good use was made of pupils' demonstrations to help the development of musical ideas. Key Stage 2 pupils who attend clarinet, flute and violin lessons given by visiting teachers were observed for short periods during the inspection. Pupils respond very well to these lessons and make good progress, in some cases over a very short period of time. They are very keen to learn and show that they practise regularly and assiduously. However, limited learning opportunities within the subject restrict the progress by the majority of pupils and there is some underachievement.
145. Teaching is generally satisfactory. Short-term plans are successful in illustrating the learning objectives and include good details of activities for pupils and teachers. In the best lessons teachers have good management skills which promote good behaviour and a creative atmosphere. Pupils are encouraged to show respect for the work of others and to develop good collaborative skills when performing group tasks. Resources are used well to enable the majority of pupils to take an active, creative part in the lesson. Good use is made of praise which successfully improves the pupils' work-rate and perseverance. Visiting instrumental teachers provide good tuition. Basic skills, such as holding instruments correctly and reading music accurately, are encouraged through comments given in a pleasant, helpful manner.
146. The new co-ordinator has only been in post for a few weeks, but has already made a positive impact on the provision of music. A new development plan is already half-implemented. Resources are in adequate supply, but in unsatisfactory condition. Arrangements have been put in place to improve matters. Teachers' planning has been monitored to establish the effectiveness of coverage. Piano accompaniment to some prayers has been successfully introduced into Key Stage 2 assemblies. Recorded 'Music of the Week' is used regularly to set a reverent atmosphere in assemblies and pupils are made aware of the week's title and composer. The school has identified the need to re-instate extra-curricular recorder and choir groups and to enable the new co-ordinator to monitor teaching and learning throughout the school.

## **PHYSICAL EDUCATION**

147. In both key stages, standards are similar to those normally seen from pupils of this age. This is a similar judgement made to that of the previous inspection. Standards in swimming are above expected levels as a result of regular, good quality teaching in Year 4. The recently increased time allocation for the subject has begun to provide a wider range of learning experiences, including dance, games and gymnastics in Key Stage 1, with the addition of athletics, outdoor adventurous activities and swimming in Key Stage 2. During the inspection dance, games and gymnastics were taught.
148. By the end of Key Stage 1, most pupils recognise, and have a suitable understanding of, the changes occurring in their bodies during exercise and explain the effects on their hearts and breathing. They demonstrate a satisfactory response to music, exploring a range of imaginative movements within the theme of 'magic and mischief'. In games they show good ball control, planning and linking a series of basic actions in

touch rugby involving high and low travelling. In each of the lessons observed there was evidence of a small minority of pupils whose response to the lesson was unsatisfactory.

149. In Key Stage 2, pupils develop their physical and creative skills successfully and their performances improve. As a result, the majority make good progress. Pupils with special educational needs also make good progress and many achieve expected levels. However, in both dance and gymnastics it is evident that pupils' prior skills development has been restricted and there is evidence of underachievement by boys and girls. Pupils demonstrate readily, observe and listen carefully and evaluate their own and others' actions in order to improve. Pupils show a sound understanding of the principles of attack, defence and travelling with a ball and good imagination in dance when movements are produced in small groups. In swimming a large majority swim further than the required 25 metres. They use a variety of strokes and many gain awards in safety and survival skills.
150. The quality of teaching is satisfactory in Key Stage 1. In Key Stage 2, the quality of teaching observed was good and improvements are having an impact on the underachievement of pupils due to previously limited learning opportunities provided. In the most successful lessons teachers have the full respect of pupils who listen attentively and respond quickly and safely to instructions. They have good subject knowledge and prepare thoroughly for lessons. This enables them to demonstrate effectively and make helpful suggestions about how to improve. A very successful games lesson included a good variety of challenging tasks to which pupils responded enthusiastically and worked hard to improve their skills. In less effective lessons pupils' learning is restricted when teachers do not impose firm control. This affects pupils' concentration and the continuity of the lesson and therefore pupils' progress is slower than expected.
151. A significant improvement since the previous inspection is the introduction of a comprehensive policy that outlines a well-balanced programme of activities and a scheme of work that ensures full coverage of the National Curriculum. However, some teachers lack the necessary expertise to adapt the lesson plans contained in the scheme to match the particular needs of their own classes. In these situations pupils are simply repeating actions rather than practising to refine their movements. The recently appointed co-ordinator is knowledgeable and enthusiastic but has had little opportunity to monitor teaching and learning in order to identify the strengths and weaknesses in teaching and assessment. There are limited opportunities for pupils to take part in extra-curricular activities including competitive sport and this restricts the contribution made by the subject to pupils' personal and social development.