

# INSPECTION REPORT

Greenside Primary School  
Pudsey

LEA area: Leeds

Unique Reference Number: 107828

Headteacher: Mr A Stygall

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Reporting inspector: Mr M Johnstone  
21114

Dates of inspection: 29<sup>th</sup> November – 2<sup>nd</sup> December 1999

Under OFSTED contract number: 706883

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and Junior
Type of control:	County
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Chapelton Pudsey West Yorkshire LS28 8NZ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J R Hardcastle
Date of previous inspection:	April 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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Malcolm Johnstone Registered Inspector	Information technology History Under-fives Equal opportunities	Attainment and progress Teaching
Patricia Willman Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Leadership and management Efficiency
John Iles	English Art Physical education	
Daniel Kilborn	Mathematics Music Religious education	Curriculum and assessment Staffing, accommodation and learning resources
David Walters	Science Design and technology Geography Special educational needs	Pupils' spiritual, moral, social and cultural development

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## MAIN FINDINGS

### What the school does well

- The teaching is good and sometimes very good in over half of lessons - mostly for children under five and the upper juniors.
- The headteacher provides good leadership and clear direction for the school.
- Pupils behave well and have positive attitudes to learning.
- Children are given a good start to their education in the reception classes.
- There is a very good ethos in the school where, good relationships, teamwork and a clear commitment to improvement feature strongly.
- There is a very good partnership with parents and they appreciate what the school does for their children.
- The spiritual, moral, social and cultural development of the pupil is good.
- There is very good provision for after school activities.
- The school provides good value for money.

### Where the school has weaknesses

- I. The disruptive behaviour of a very small minority of pupils in a Key Stage 1 class has a detrimental effect on the learning of other pupils.
- II. Teachers do not plan sufficiently from a clear assessment of what pupils already know
- III. In Key Stage 1, the presentation of pupils' work is unsatisfactory.
- IV. Curriculum coordinators do not have a clear overview of standards and the quality of teaching in their subjects.

This is an improving school where the strengths far outweigh the weaknesses. However, the weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

### How the school has improved since the last inspection

The school has overcome most of the weaknesses identified in the previous inspection in 1996 and is better than it was. Overall standards dipped below national averages in 1998, but rose in 1999 to be at least as good as they were at the time of the previous inspection. The quality of education has improved. Effective schemes of work have been developed and give good support to planning. A good marking policy has been introduced and this is applied consistently across the school. The school now teaches for the recommended amount of time and fulfils all statutory requirements for assessment and reporting of pupils' progress. The unsafe glazing has been successfully dealt with. The caring, community ethos remains as a strength of the school. Given the effective leadership of the headteacher, the school has a good capacity to maintain its recent improvement and reach its targets for 2002 in literacy and numeracy.

### Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
			<i>well above average</i> A
			<i>above average</i> B

English	·	<b>B</b>	<b>D</b>	<i>Average</i>	<i>C</i>
Mathematics	·	<b>D</b>	<b>E</b>	<i>Below average</i>	<i>D</i>
Science	·	<b>B</b>	<b>C</b>	<i>well below average</i>	<i>E</i>

The information shows, for example, that while standards in English were above average compared with all schools, they were below average when compared with similar schools. The school maintained the standards attained in 1998 in English and science, but pupils' performance in mathematics fell to a position below the national average. For the pupils who are currently in the school, there is evidence of improvement in mathematics, standards in which are now average; standards in English and science remain above the national average. In the 1999 National Curriculum assessments for seven year olds, pupils did well in writing and mathematics

At both key stages, standards in information technology are average and are improving. In religious education, pupils meet and often exceed the requirements of the local agreed syllabus. Good work and progress was seen in physical education and music. Children who are under five make good progress across the range of their work and by five years of age most attain the nationally expected levels in language and literacy, mathematics and personal and social development.

In all subjects, overall progress is satisfactory for pupils in Key Stage 1 and is good for pupils who are in Key Stage 2, particularly towards the end of the key stage.

· **Quality of teaching**

· <b>Teaching in</b>	<b>Under 5</b>	<b>5 – 7 years</b>	<b>7 – 11 years</b>
English	Good	Satisfactory	Good
Mathematics	Good	Satisfactory	Good
Science	*	Satisfactory	Good
Information technology	*	Satisfactory	Satisfactory
Religious education	*	Good	Good
Other subjects	Good	Satisfactory	Good

\* These subjects do not apply to children who are under five

The quality of teaching overall is good and no unsatisfactory teaching was seen. In 51 per cent of lessons teaching is good and in a further 12 per cent it is very good. For children who are under five in the reception classes and for the upper juniors, there is a higher percentage of good and very good teaching. At the time of the inspection, temporary teachers took two of the three Key Stage 1 classes.

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



## Other aspects of the school

Aspect	Comment
Behaviour	Good in lessons and around the school and excellent in assemblies. Pupils are polite, courteous and friendly.
Attendance	Good - consistently above the national average.
Ethos*	Very good. Pupils have good attitudes to work, relationships are good and all staff have a clear commitment to high standards.
Leadership and management	The headteacher and deputy headteacher provide good leadership and have been successful in creating effective teamwork. Financial planning is good and school administration is very good. The curriculum coordinators have insufficient opportunities to monitor the quality of teaching and learning in their subjects. The governors are supportive of the school and are developing their strategic role satisfactorily
Curriculum	Broad and balanced with appropriate emphasis on literacy and numeracy. Very good range of extra-curricular activities, visits and visitors. Good curriculum planning. Good curriculum for children under five.
Pupils with special educational needs	Provision is effective and enables most pupils to make good progress. A very small minority of pupils with behavioural problems is supported well within the schools' resources, but this does not cater sufficiently for their complex needs.
Spiritual, moral, social & cultural development	All aspects well promoted
Staffing, resources and accommodation	Satisfactory overall. Good curriculum resources, accommodation adequate to meet the demands of the curriculum. The school is clean and well maintained.
Value for money	Good

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

## The parents' views of the school

### What most parents like about the school

- V. Their children like school.
- VI. School enables children to achieve a good standard of work.
- VII. School's values and attitudes have a positive effect.
- VIII. The high standards of good behaviour
- IX. They find it easy to approach the school with problems or questions about their children.
- X. The children are encouraged to get involved in more than daily lessons.
- XI. They get a clear understanding of what is taught and are well informed about their children's progress.
- XII. The headteacher and staff work hard to give their children a good education.

### What some parents are not happy about

- XIII. Some reading books are too easy.
- XIV. The annual reports on children's progress
- XV. There have been too many staff changes in Year

Inspectors support the parents' positive views. Evidence from the inspection indicates that pupils are progressing well with their reading and the books offer sufficient challenge. The annual reports are very good and better than in most schools. There have been a large number of staff changes in the school. At the time of the inspection, there were temporary teachers in two Key Stage 1 classes. The quality of teaching in these classes was never less than satisfactory.

· **KEY ISSUES FOR ACTION**

· In order to improve standards and build on the good work that is already developing in the school, the headteacher, staff and governors should :

1 improve the unsatisfactory situation in a Key Stage 1 class, where the disruptive behaviour of a very small minority of pupils has a detrimental effect on the learning of other pupils;

1 (This issues is discussed in paragraphs 24, 37, 55 and 90)

1 2 at all stages, including under fives, make more effective and consistent use of ongoing classroom assessments to inform the planning of lessons. Ensure that the individual education plans for the pupils with special needs are used more in the planning of lessons where individual support is not available;

1 (These issues are discussed in paragraphs 31, 36, 37, 43, 45, 53, 96, 105, 113, 120 and 143)

1 3 develop the role of the curriculum coordinators to ensure that they have a clearer overview of standards and the quality of teaching in their subjects and,

1 (This issue is discussed in paragraphs 65, 106, 114 and 160 )

1 4 in Key Stage 1, raise teachers' expectations of the way in which pupils present their work

1 (This issue is discussed in paragraphs 13, 23, 34, 93, 104, 111 and 140)

**In addition to the key issues above, the following less significant weaknesses should be considered for inclusion in the action plan**

1 In both key stages, improve the rate of progress in design and technology by ensuring that pupils receive more regular experiences of the subject. (Paragraphs 19 and 134)

1 In information technology, improve the rate of pupils' progress in the control and modelling aspects of the subject. (Paragraphs 18,117 and 119)

Develop the role of the governors in holding the school accountable for the standards it achieves and the quality of education it provides. (Paragraph 66)

Develop a clear policy and better provision for drugs education.  
(Paragraphs 39 and 57)

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# 1 INTRODUCTION

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## 1 Characteristics of the school

1 Greenside Primary School is a Victorian built school situated in the small town of Pudsey to the west of Leeds in West Yorkshire. It is a popular school and the demand for places is increasing. There were 80 applications for 45 places this year. Since the previous inspection, there have been a significant number of staff changes. The headteacher went off on long-term illness in September 1996 and did not return. The deputy headteacher was acting head until his permanent appointment two years ago. Four members of staff have retired and four others have moved on. The overall socio-economic circumstances of the pupils are favourable and most families live in privately owned houses in close vicinity to the school. There have been no significant changes in the catchment area of the school since the previous inspection. The percentage of pupils eligible for free school meals (seven per cent) is well below the national average.

2 There are 321 pupils on the school roll of whom 151 are boys and 170 are girls. This number is above average for a school of this type. There are four pupils who have English as an additional language and this is a little higher than in most schools. Children are admitted into two reception classes in September of the year in which their fifth birthday falls. Attainment on entry is broadly average, although the full range is represented. At the time of the inspection, 46 children in the reception classes were under five years of age. Most of the children have attended nurseries and play groups in the area. There are 11 classes in the main school, including 9 that are composed of two age groups. The average class size is 29 and the pupil/teacher ratio is 23.7:1, which is below average for this type of school.

3 About 18 per cent of the pupils have been identified as having special educational needs which is broadly average. Most of these are at the early assessment stages. There are two pupils who have a Statement of Special Educational Need. This is broadly average for this type of school.

4 The schools' mission statement is - Greenside School, committed to high quality learning for all. Greenside school, a caring and happy community.

5 The school's main aims are stated as follows :

- a) to provide a broad and balanced curriculum in order that all pupils flourish academically, physically, socially and emotionally;
- b) to provide a happy secure atmosphere where all pupils are extended, supported and taught by highly committed and well qualified staff;
- c) to have high expectations of all pupils and to strive to improve every aspect of school life;
- d) to promote self esteem and independence in an atmosphere where bullying, sexism and racism are not tolerated;
- e) to promote an effective partnership with governors, parents and the local community and
- f) to introduce pupils to the concept of citizenship.

6 The main priorities are to improve standards in writing, mathematics and information technology. These priorities are relevant and appropriate. The school has set appropriately challenging literacy and numeracy targets for the next three years.

f) **Key indicators**

**Attainment at Key Stage 1<sup>1</sup>**

Number of registered pupils in final year of Key Stage 1	Year	Boys	Girls	Total
For latest reporting year:	1999	23 (20)	29 (19)	52 (39)

f) <b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	21 (13)	20 (14)	21 (16)
	Girls	25 (16)	29 (17)	26 (14)
	Total	46 (29)	49 (31)	47 (30)
Percentage at NC Level 2 or above	School	88 (74)	94 (79)	90 (70)
	National	82 (80)	83 (81)	87 (84)

f) <b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	21	22	22
	Girls	28	29	29
	Total	49	51	51
Percentage at NC Level 2 or above	School	97 (81)	98 (85)	98 (86)
	National	82 (80)	86 (85)	87 (86)

Percentages in parentheses refer to the year before the latest reporting year

**Attainment at Key Stage 2**

1

Number of registered pupils in final year of Key Stage 2

For latest reporting year:

Year	Boys	Girls	Total
1999	23	17	40
	(20)	(32)	(52)

1 National Curriculum Test		English	Mathematics	Science
<b>Results</b>				
Number of pupils at NC Level 4 or Above	Boys	17 (16)	15 (17)	21 (16)
	Girls	14 (21)	11 (20)	15 (24)
	Total	31 (37)	26 (37)	36 (40)
Percentage at NC Level 4 or above	School	78 (71)	65 (71)	90 (77)
	National	70 (65)	69 (59)	78 (69)

1 Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	14 (17)	14 (17)	17 (18)
	Girls	15 (24)	10 (21)	11 (27)
	Total	29 (41)	24 (38)	28 (45)
Percentage at NC Level 4 or above	School	73 (65)	63 (65)	70 (72)
	National	68 (65)	69 (65)	75 (71)

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Percentages in parentheses refer to the year before the latest reporting year

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**Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	3.2
	Absence	National comparative data	5.7
	Unauthorised	School	1.3
	Absence	National comparative data	0.5

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**Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

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**Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	12
Satisfactory or better	100
Less than satisfactory	0

1 **PART A: ASPECTS OF THE SCHOOL**

1 **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

1 **Attainment and progress**

7 Pupils start school with broadly average attainment, although the full range of attainment is represented. At the time of the inspection almost all the children in the two reception classes were under five. By the age of five most children are on course to attain the desirable learning outcomes in all the areas of learning and make good progress in nearly all aspects of their development. This is an improvement since the previous inspection when attainment was judged to be satisfactory overall.

8 In the 1999 National Curriculum assessments for pupils at the end of Key Stage 1, when compared with all schools, standards were above average in reading, well above in writing and average in mathematics. When compared with similar schools, they were above average in writing, but below in reading and mathematics. The percentage of pupils attaining the higher level 3, was broadly average in reading and mathematics, but was below average in writing. Analysis of trends over the past three years indicates that standards dropped below the national average in all three subjects in 1998. This was due to a cohort with a higher percentage of pupils with special needs and the impact of staffing difficulties. Teacher assessments for 1999 slightly overestimated the performance of pupils in all three subjects, but this again is due to staff changes during the period. In science, teacher assessments judged attainment to be above the national average.

9 In the 1999 National Curriculum assessments for pupils at the end of Key Stage 2, when compared with all schools, standards were above average in English and science, but were below in mathematics. When compared with similar schools, standards were average in science, below in English and well below in mathematics. The percentage of pupils attaining the higher level 5, was above the national average in science and broadly average in English and mathematics. Analysis of trends over the past three years indicates that standards in English and science have been maintained, but they have fallen in mathematics. Teacher assessments slightly underestimated the performance of pupils in English and mathematics and greatly underestimated it in science.

10 In English, inspection evidence indicates that attainment in Key Stage 1 is in line with national averages for the pupils who are currently in Year 2, but at Key Stage 2 attainment has improved and is now above the national average. The difference in 1999 assessments and inspection evidence for Key Stage 1 is due to cohort differences and staffing instability. The impact of the introduction of the Literacy Hour, the setting of pupils according to age and ability and the high quality teaching in Years 5 and 6 are key features in the improved standards at Key Stage 2. On the basis of the 1999 National Curriculum assessments, attainment in mathematics at the end of Key Stage 2 was clearly not high enough. Inspection evidence indicates that attainment in mathematics is now high enough to be in line with the national average at both key stages. The difference in performance at Key Stage 2 is the result of good teaching towards the end of the key stage, the setting arrangements and the introduction of a good scheme of work. Inspection evidence indicates that attainment in science is in line with the national average for the pupils who are currently in Year 2 and above average for those in Year 6. Standards in English are better than at the time of the previous inspection, in mathematics they have fallen a little, although they are now improving, and in science they are broadly similar. There is no significant difference in the performance of boys and girls in all three subjects.

11 In speaking and listening, pupils make sound progress in Key Stage 1 and good progress in Key Stage 2. The good work of the staff working with children under five enable children to transfer successfully to the demands of the Key Stage 1 curriculum. The majority of pupils listen carefully to adults and to each other. In the literacy hour, pupils have a good range of opportunities to ask and answer questions. Towards the end of Key Stage 2, progress increases and pupils are beginning to express themselves in ways that engage the listener. They are aware of script and play reading and confidently contribute to class and group discussions.

12 Progress in reading at both key stages is good. The school has placed significant emphasis on the

teaching of reading and has encouraged parents to become more involved in hearing their children read at home. This has impacted well on progress. Pupils develop good skills in using the sounds of letters and letter combinations to help them read unfamiliar words. The quality and range of reading material has improved since the previous inspection and this too has had a good effect on the progress of the pupils at both key stages.

In Key Stage 1, most pupils are interested in books, both fiction and non-fiction and read with appropriate fluency, accuracy and expression. In Key Stage 2, pupils show considerable enjoyment in their reading and eagerly talk about their favourite authors and non-fiction books. The oldest pupils read new text competently. They read play scripts expressively, using pitch, intonation and gesture to distinguish characters and convey emotions.

13 Progress in writing is satisfactory in Key Stage 1, but there are areas of weakness in handwriting and the presentation of work. Teachers' expectations are not consistently high enough, or reinforced across the curriculum. In Key Stage 1, the quality of writing does not reflect the levels of attainment shown in last year's test results. Due in most part to recent staff absences, the range of writing is too limited and there are not enough examples of pupils using the skills and knowledge learned in the literacy hour across the curriculum. In discussion with pupils, their knowledge of writing and grammar exceeds the standards of the written work seen in books. By the end of Key Stage 2, pupils' progress accelerates and is good. Opportunities for extended and sustained writing are planned across subjects and the range of writing is good. Handwriting is of good quality and shows pride in presentation. At both key stages, in all aspects of English, the substantial majority of pupils who have special needs make similar progress to the other pupils. Where work is securely based on targets in their individual education plans, their progress is consistently good.

14 The literacy hour is well established and has a good effect on pupils' attainment and progress. Literacy skills support work well across the curriculum with particularly good examples of effective use of writing in history and religious education in Key Stage 2. Reading skills support work in history and science well and speaking and listening skills are used to good effect in most subjects.

15 In mathematics, overall progress is sound in Key Stage 1 and good in Key Stage 2. In Key Stage 1, pupils develop sound number skills and the ability to recall appropriate number facts. They improve and develop their confidence by moving from reliance on number apparatus to using mental and written number facts in their work. In data handling, they improve their skills by gathering information and recording their findings in graphical form. They make suitable gains in their knowledge of shape and space, use of money and awareness of place value. Progress in Key Stage 2 is mostly good. Older pupils improve their mental skills and recall of number facts consistently. Progress in many lessons is good due to target setting with appropriate work set for different levels of attainment. At both key stages, lower attaining pupils and those with special educational needs make very good progress when working in smaller groups with support from a teacher and adult helpers.

16 The school has set appropriately challenging targets for literacy and numeracy for the next three years. Inspection evidence of pupils' attainment in the relevant year groups suggests that the school is on course to achieve these.

17 In science at both key stages there has been improvement since the last inspection in the amount of investigative work and a higher profile for using specific vocabulary. Both aspects have had a good impact on pupils' progress. Pupils with special educational needs make good progress in science. Where the aim is to improve reading ability, with some Key Stage 2 pupils, they have a better understanding of what a written question is asking and perform better in a test situation.

18 In information technology, attainment is in line with national expectations at the end of both key stages and progress for all pupils, including those with special needs is satisfactory. This appears to show lack of progress since the previous inspection when standards were judged to be above average. However, the previous judgement was based on a narrow range of evidence and national expectations have moved on at a rapid pace. By the end of Key Stage 1, most pupils have satisfactory fluency in basic operations and develop key skills well across the curriculum. In Key Stage 2, regular access to a well-equipped computer room is impacting well on pupils' attainment and progress in most aspects of the subject. Progress in the control and modelling aspects of the subject are unsatisfactory over time. All pupils make good progress in religious



education and attainment meets and often exceeds the requirements of the local agreed syllabus.

19 In Key Stage 1, in other subjects, progress is sound and standards are as expected for pupils' age in art, history, geography, music and physical education. In Key Stage 2, the work in art, physical education and the listening and appraising element of music is better than expected for pupils' age and progress is good. Pupils advance satisfactorily in history and geography. In design and technology in both key stages, while some work is of a good standard, progress is unsatisfactory. Experiences are sporadic and skills are not built on effectively from year to year. In all these subjects, the progress of pupils who have special educational needs is similar to that of other pupils. Where there is targeted additional support, their progress is good.

### **Attitudes, behaviour and personal development**

20 Throughout the school, the pupils' attitudes to their learning, their behaviour and personal development are good. This good standard of pupils' response has been maintained well since the last inspection. These aspects make a significant contribution to pupils' learning and have a beneficial effect on their attainment and progress.

21 The attitudes of the children who are under five are good. They settle quickly and happily into school, show interest in their work and become confident and inquisitive learners. They are happy and relaxed in the classroom, listen carefully to instructions and give their opinions when asked. They share equipment well and tidy up sensibly at the end of each session. They have very good relationships with their teachers and with each other and their behaviour is good. They respond well to the routines of the classroom and develop good personal and social skills.

22 In both key stages, pupils' attitudes to their learning are consistently good. They have inquiring minds and are enthusiastic about their work. They listen attentively to their teachers and confidently volunteer answers to questions. For example, in a Year 3 numeracy session, pupils were desperate to answer the mental arithmetic questions and their enthusiasm to meet the challenge was tangible. In all classes, pupils sustain concentration for long periods of time and respond well when given opportunities to participate and demonstrate. This was exemplified when a visitor dressed as a Viking enthralled the lower junior pupils for a two-hour period. Pupils persevere well and most try hard to complete their tasks. Pupils have the confidence to ask and answer questions, to express their own ideas and to contribute to discussions. In a Year 6 literacy lesson on "A Midsummer Night's Dream", for instance, pupils' understanding of the text was developed well during class and group discussions.

23 Pupils are well motivated by the system of rewards and try hard to achieve recognition for their good work. To be awarded a leaf for the Endeavour Tree is considered to be a significant achievement and pupils talk proudly of what they have done to receive this award. Pupils in Key Stage 2 take pride in the presentation of their work. In Key Stage 1, however, because teachers' expectations of presentation are inconsistent, most pupils do not sufficiently develop an awareness of the satisfaction of producing a particularly neat and attractive piece of work.

24 Pupils' behaviour in class and around the school is good, which confirms the view expressed by parents prior to the inspection. Their behaviour in assemblies is excellent. They play and work well together, supporting each other in many different activities. It is of particular note that the Key Stage 1 pupils who are exposed to the disruptive behaviour of a very small number of pupils have, to a large extent, adjusted to the regular disruption and do their best to remain on task. Pupils understand the school's expectations of behaviour and discipline and respond positively. They move around the school in a sensible and orderly manner and behaviour in the hall and dining area during the mid-day break is good. No bullying or harassment was observed during the inspection and there have been no exclusions.

25 Pupils with special educational needs, except for those with emotional and behavioural difficulties, are interested in their work and sustain concentration for an appropriate length of time. They persevere with their

work and are well motivated. They show pride in their achievements, especially when taking part in small group work. Their behaviour and personal and social skills are good.

26 Relationships between staff and pupils and between pupils are good. This contributes to the happy and caring atmosphere in the school and allows pupils to concentrate on their learning. All staff treat pupils with courtesy and respect and pupils respond in a similar manner. They readily recognise the achievements of others and work constructively in groups. They share ideas and listen to the opinions of others. For example, in a Year 6 religious education lesson about the conversion of Saul on the road to Damascus, pupils listened carefully to each other with a sense of respect for others' feelings and opinions.

27 Pupils' personal development is good. They are polite and friendly to adults and to each other and converse sensibly and confidently with visitors. They hold doors open for visitors and go out of their way to be helpful. They are trustworthy and take good care of apparatus, books and materials. They clearly understand the difference between right and wrong. All pupils respond well to the opportunities to take responsibility and carry out their classroom and school jobs in a sensible and increasingly mature fashion. Pupils in Year 6 are conscious of the need to set a good example to the younger pupils and keep a watchful eye on their welfare. Older pupils organise fund raising activities during the year, including a bring and buy sale which raises significant funds for a charity of their choice. Pupils take pride in representing the school in sporting activities and they take full advantage of the good range of extra-curricular activities and visits. As a result, they develop a good sense of teamwork and fair play. During their time in school, the pupils develop into sensible and mature young people with good attitudes to the discipline of learning.

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### **Attendance**

28 Attendance for 1998/99 was 95.5 per cent, which is above the national average, and is good. This has a marked impact on pupils' attainment and progress. This good level of attendance has been maintained consistently since the last inspection. Most of the absence is caused by illness and is authorised. However, there is 1.3 per cent of absence which is unauthorised and this is well above the national average. Much of this absence relates to the school's policy of not authorising holiday absence and is not an indication of truancy.

29 Pupils arrive at school on time, registration is quick and efficient and lessons start promptly. The previous inspection report noted that the attendance rate was not reported to parents in the governors' annual report. This information is now included. The children who are under five come to school happily and on time. Their attendance, although not statutory, is good.

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## **QUALITY OF EDUCATION PROVIDED**

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### **Teaching**

30 The quality of teaching overall is good and no unsatisfactory teaching was seen. This is a key strength of the school and contributes markedly to the attainment and progress of the pupils. Despite a large number of staff changes, the quality of teaching has improved since the previous inspection. In 51 per cent of lessons teaching is good and in a further 12 per cent it is very good. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. For children who are under five in the reception classes and for the upper juniors, there is a higher percentage of good and very good teaching. At the time of the inspection, temporary teachers took two of the three Key Stage 1 classes. The teaching of literacy and numeracy is satisfactory in Key Stage 1 and good in Key Stage 2, particularly for the older pupils.

31 Both teachers are relatively new to the reception classes and have made great strides in improving the overall provision for children who are under five. The quality of teaching for children under five is at least good and sometimes very good. Strong features in the teaching are the whole team approach, effective planning and knowledge and understanding of the needs of young children. The nursery nurse and other support staff and helpers make a very important contribution to children's progress and are fully involved in all aspects of lessons. The high expectations of all staff impact well on the attainment and progress of the

children. Lessons are well prepared and teachers ensure that there is a suitable balance between teacher directed tasks and activities that allow children to make appropriate choices. In less effective sessions, some opportunities to exploit learning in free choice activities are not taken. For example, when children are building structures with bricks and lego, the opportunity to develop mathematical language is missed. Good assessments of children's progress are undertaken and information from early tests on entry is used satisfactorily in the planning of literacy and numeracy groupings. This is at an early stage of development and it is recognised that this is not always entirely successful. The tracking of pupils' coverage of free choice activities and assessment of their progress in these activities is also at an early stage of development and lacks refinement.

32 In both key stages, teachers have at least a secure knowledge and understanding of all the subjects that they teach. The good subject knowledge and high expectations of teachers in the upper junior classes is a key factor in the generally good and often very good progress that these pupils make. All teachers are keen to improve their knowledge and are committed to raising standards. For example, all have made effective efforts to improve their teaching of information technology and their confidence in having a good effect on standards in this subject. For some teachers, weaknesses still remain in their knowledge of how the control and modelling aspects of the subject might be developed. The literacy hour is well established in both key stages, and is having a good impact on attainment and progress in English. A good start has been made to the numeracy hour.

33 Planning is good at both key stages and teachers plan in well-coordinated teams in the parallel classes. All teachers use the framework for long and medium term planning and schemes of work consistently and well. This ensures that key skills, particularly in literacy and numeracy, are built on effectively from year to year. Teachers set appropriate amounts of homework across the school and this impacts well on pupils' progress. For example, the school focuses on helping parents with strategies for reading with their children and this has a significant impact on pupils' early acquisition of literacy skills. There are plans to extend this approach to include writing at the end of Key Stage 2.

34 A suitable variety of teaching methods and organisational strategies are used to good effect at both key stages. Whole class sessions, focussed group work and individual support are well organised and effective. Teachers are beginning to transfer some of the successful strategies in the literacy and numeracy hours into other subject teaching. For example, well-focussed whole class discussions and reviews of work at the end of lessons are effective in history and science. The setting of pupils for literacy and numeracy in Key Stage 2 is particularly successful in meeting the needs of mixed age classes. For example, in a Year 4 lower attaining numeracy group, the teaching offered very good challenge and sensitivity and built the self-esteem of the pupils very well. All teachers have good relationships with the pupils and this enables them to deal with the few difficulties that arise with skill and sensitivity. Expectations of behaviour are high and discipline is good. In Key Stage 1, the teachers' expectations of how pupils present their work are not high enough.

35 All teachers use time and resources well. Lessons start and finish on time and this is effective in ensuring that lessons move at an appropriate pace. The effective use of good quality resources impacts well on pupils' interest and understanding. For example, Big Books are used well in the literacy hour and number lines, number squares and counting equipment are used effectively in numeracy hours. Artefacts stimulate interest in history and computers support pupils' learning well across the curriculum. Good use is made of visits into the locality and visitors to the school add a further dimension to classroom work.

36 Teachers assess pupils' progress in English, mathematics and science and there are some good examples of teachers using their assessments to help improve the quality of their work. In the most effective lessons in various subjects, there is often good evaluation and discussion of pupils' work and the pupils themselves contribute their views. However, in lessons generally, assessment is under-emphasised and is not used sufficiently in the planning of subsequent lessons. Teachers mark pupils' work regularly and include supportive comments. Where the marking is very good, written comments on how the work might be improved are included. The marking of pupils' work was a problem at the time of the previous inspection, but this has now been resolved.

37 At all stages, the teaching of the substantial majority of pupils who have special educational needs is

effective and helps them make good progress. Classroom support staff are effective and are a well used part of the provision. When taught in small groups, there are high expectations of pupils and work moves at a good pace. Rigorous planning and monitoring of pupils' progress by the special needs coordinator results in a good match of work to pupils' individual needs at these times. All teachers have copies of pupils' individual education plans and while these are used effectively when additional classroom support is available, they are not referred to sufficiently in the planning of lessons when this is not available. There is a very small minority of pupils in a mixed Year 1/2 class whose special behavioural needs cause regular disruption to class lessons and take up too much of the teacher's time. The school has targeted as much support as it can to remedy this problem but its efforts are insufficient to fully meet the special needs of this very small minority of pupils.

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## **The curriculum and assessment**

38 The curriculum for children under five is good. It is broad and balanced across the areas of learning and children are moved onto work in the National Curriculum appropriately. There is a suitable emphasis on teaching literacy and numeracy skills. Personal and social development permeates the curriculum and gives a solid base for pupils' development. Planning is good and ensures that key skills are developed well from year to year.

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39 In both key stages, the school provides a broad and balanced curriculum, which meets statutory requirements to teach all subjects of the National Curriculum. There is an appropriate and increasing emphasis on literacy and numeracy. The curriculum fully meets the requirements of the local agreed syllabus for religious education. French is taught as an additional subject to pupils in Years 5 and 6. The curriculum effectively promotes pupils' intellectual, social, physical and personal development and there is satisfactory provision for health and sex education, although arrangements for drugs education are very basic.

40 Since the previous inspection, when teaching time was a key issue in Key Stage 2, it has been brought into line with national recommendations. All pupils have equal access to the curriculum regardless of ability, background, gender or race. The development of schemes of work was also a key issue at the previous inspection. There are now effective schemes of work in all subjects and these are providing good guidance for teachers' planning. Teachers plan work together well in year groups and across key stages and this has led to good development of skills from year to year. The two-year cycle of topics effectively incorporates due consideration of learning objectives, activities and resources to be used in most subjects.

41 Provision for extra curricular activities is very good and impacts well on pupils' enthusiasm and progress in sport, dance, music, art, French and environmental awareness. Residential visits for the older pupils make a good contribution to their personal and social development. About three-quarters of the teaching staff and a third of the pupils are involved in these activities. Parents comment favourably upon this aspect of the school.

42 The curriculum provision for pupils with special educational needs is good. The Code of Practice is implemented fully throughout the school with appropriate reviews involving outside agencies and parents. Individual education plans are precise, clearly written and there is good liaison with support staff. Teachers are aware of the clear procedures for identifying and providing support for pupils and the special needs register is regularly updated.

43 Procedures for assessing children when they start in the reception classes are good. The information gained from entry profiles and the local education authority tests on entry are used satisfactorily to inform planning. They are used to set appropriate learning targets, group children and focus support for those with special educational needs. These procedures are relatively new and are not always successful in achieving these objectives. Records in both key stages, particularly in English and mathematics, provide good information for the organisation of pupils into ability groups and are used well to inform medium and long term curriculum planning. As a result of careful analysis of commercial tests and the National Curriculum assessments in English, mathematics and science, the school has successfully targeted areas for improvement.

44 The discrepancy between teacher assessments and the results of National Curriculum tests in English and science at Key Stage 2 is mainly due to recent staff changes. In most subjects there are now clearly defined systems for recording and summarising pupils' progress. These have been introduced at the beginning of this academic year and their impact is not yet clear.

45 Whilst some good examples of using this information to inform lesson plans were seen during the inspection, particularly in the upper part of Key Stage 2, its use is inconsistent across the school. Where it is used well a good match of work to pupils' ability impacts well on pupils' progress. Since the previous inspection the school has introduced an effective whole school marking policy. The school prepares pupils well for the next stage of their education and most parents welcome the increasing use of homework for the older pupils. The school fully complies with end of year reporting requirements and reports are detailed and informative.

## <sup>1</sup> **Pupils' spiritual, moral, social and cultural development**

46 The provision for the spiritual, moral, social and cultural development of the pupils is good. Throughout the school it has a beneficial effect on the atmosphere for learning.

47 Values are clearly represented through assemblies and the curriculum. Pupils' ideas are valued and they in turn value the opinions of others. Children who are under-five have similar opportunities to those pupils in both key stages and benefit from the positive experiences, which enable them to make good progress in their personal development. Since the previous inspection, provision for spiritual and moral development has been improved and social and cultural development remains strong. The school has successfully appraised the value of assemblies, as mentioned at the previous inspection. The class, key stage and whole school assemblies now promote the school's values effectively.

48 The school actively fosters the pupils' spiritual development, primarily through assemblies and religious education. It teaches respect and understanding of the Christian faith and about the lives and beliefs of other people. Special atmospheres are created to support particular celebrations and stories through the use of lamps and candles. Stories and prayers are well chosen, although limited time is offered for reflection on the theme of the assembly. Pupils in Years 1 and 2 experience surprise and wonder in science at seeing light pass through their skin. In geography lessons older pupils consider the balance between human needs and the natural environment in discussions about quarrying and building developments.

49 All who work in the school provide good role models by their hard work and respect for their colleagues. Through assemblies and stories, pupils are taught about actions which are right and wrong. As a result, relationships are good and have a good impact on the way in which pupils play together and share equipment. The high expectations of behaviour are prominently displayed in each classroom as the 'Greenside Code'. Teachers refer to these in class time and are supported by parents. The qualities of thoughtfulness and kindness are turned into actions when pupils raise money for charities.

50 Throughout the school, there is good development of social education. Pupils often have opportunities to work in groups or pairs and share responsibility for producing work. There are two residential visits, which are effective in providing good opportunities for pupils to socialise. Pupils make their own decisions about which charities to support. By joining in the whole school assembly, pupils under-five share in the sporting and academic success of the whole school. All pupils take turns to help around the school, for example, as register monitors.

51 The provision for the cultural development of pupils is good. Visits to museums such as Eden camp and talks by a visitor, acting the part of a Viking, are used well to promote awareness of national history. The regular meetings of the Watch Club encourage observation of the natural world and the joy of performing dance to music is fully explored by pupils in the Dance Club. The diversity of faiths in the British Isles is explored effectively, but the literary and musical aspects of this diversity have not been sufficiently explored. The school continues to support local music and sporting events effectively.

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

52 The support, guidance and welfare of pupils are good. Pupils are well cared for during their time in school and this has a positive impact on their attainment and progress. This confirms the views of the majority of parents who completed the questionnaire and attended the meeting prior to the inspection. The good quality of care and advice provided for pupils has been maintained well since the previous inspection, and the health and safety issues identified have been addressed successfully.

53 The children who are under five in the reception classes enjoy their time at school and are well cared for. They, and their parents, are prepared well for starting school and this inspires confidence and enables the children to settle happily into the routines of the day. There are good systems for monitoring the academic progress and personal development of the children, although the information gathered is not used sufficiently or consistently to support the progress and development of the individual child. There are good opportunities at the beginning and end of the day for parents to pass on any immediate concerns to members of staff and this ensures that any minor problems are addressed early.

54 At both key stages, the procedures for monitoring academic progress are good. The permanent class teachers know the individual strengths and weaknesses of their pupils well and provide a good level of academic and personal support for them on a day-to-day basis. Talks with pupils indicate that they clearly know how well they are doing and are given good advice on how to improve any areas of weakness. There are, however, inconsistencies in the ways in which individual teachers use assessment information to plan future lessons. This is particularly evident in Key Stage 1 classes which have had a series of supply teachers to cover staff absence. Pupils' personal development is monitored effectively based on the good relationships between staff and pupils. Liaison procedures with the secondary schools to which the pupils transfer at the end of Year 6 are good and pupils are well prepared for the next stage of education. Good records are kept of any behaviour incidents of a serious nature, and the good communication between all members of staff ensures a consistency of approach towards handling misbehaviour. Mid-day supervisors are an important part of this process and are fully aware of the school's procedures. Attendance is monitored effectively on a daily basis by class teachers, and by the school administrator on a weekly basis. Any unusual patterns of absence, or unexplained absence, are followed-up and the school receives good support from the education welfare officer when required. Any absence that is not related to illness is referred to the headteacher for authorisation and he is rigorous in his application of the school's guidelines.

55 The support and advice provided for the majority of pupils with special educational needs are good overall. However, for a very small minority of pupils in Key Stage 1, the support that the school is able to provide is not fully effective and their progress is inhibited.

56 The school's measures to promote discipline and good behaviour are effective, except for the very small minority in a Year 1/2 class. Pupils' behaviour is consistently good and they clearly understand the schools' expectations. Pupils are well motivated by the system of awards and are very proud when their efforts are recognised. No bullying or harassment was observed during the inspection. Discussions with pupils indicate that it does happen from time to time, but they know the importance of telling someone and are confident that the school takes them seriously and deals with the situation quickly and fairly.

57 The school's provision for promoting the health, safety and well being of pupils is good. Two members of staff are responsible for child protection and have received appropriate training. The school follows recognised guidelines and staff awareness of this aspect of pupils' welfare is good. Pupils in Years 5 and 6 receive appropriate sex education, but they only receive very basic information about the misuse of drugs. There are effective health and safety procedures and regular risk assessments are carried out. The issue regarding the unsafe glazing, which was raised at the time of the previous inspection, has been successfully addressed. Despite the extensive efforts of the school, the public pathway through the school remains a constant worry to the school community.

58 Supervision during the mid-day break is good. The mid-day supervisors are vigilant, kind and caring. Provision for first aid is very good. Many members of staff have received training, records are kept and there are secure procedures in place to deal with known allergies. Fire drill is carried out regularly and good records are kept. The fire alarm, however, does not have a battery back up. The caretaker and cleaning staff ensure that the school is a clean and warm environment.

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### **Partnership with parents and the community**

59 The school's relationship with parents is very good. There is a strong commitment from both parents and staff to work together for the benefit of the children. There are many mutually beneficial links with the local community which contribute effectively to pupils' attainment, progress and personal development. This situation has been maintained well since the previous inspection and views expressed by the majority of parents prior to the inspection indicate a high level of support for the school.

60 The quality of information provided for parents about the school is very good. The prospectus gives a comprehensive and practical introduction to the school and the annual governors' report for parents is a useful and interesting account of the school's achievements and activities. There are two opportunities for parents to attend formal consultations about their children's progress during the year and the headteacher and staff are always available to respond to requests for more information or to address any concerns. The second consultation evening is being rescheduled to take place in the spring term as a result of the successful trial with Year 6 last year. The quality of the annual reports on children's progress is very good. They give parents good information about what their children have learnt during the year and they identify specific weaknesses and set targets for improvement. The grading system and test results allow parents to see how well their children are doing and enables them to track their progress from year to year. Every half term "The Greenside Grapevine" publishes a brief outline of what will be taught in each year group, and the school has organised presentations on the introduction of the literacy and numeracy strategies. The weekly "Grapevine" is an excellent publication. As well as the curriculum information, it keeps parents up-to-date with activities in the school, recognises pupils' achievements and portrays the school as a vibrant and successful community.

61 Parents of children with special educational needs are kept well informed about their progress and are fully involved in the review process. The school receives good support from specialist external agencies for the majority of the children.

62 The involvement of parents in the life of the school and the learning of their children is very good. There is a highly motivated, committed and very effective member of staff responsible for promoting links between parents and the school which is an indication of the priority which the school places on involving parents in their children's education. Parents were fully involved in drawing up the home/school contract and they play a valuable role in helping their children at home. The curriculum information provided every half term encourages this involvement. Parents read with their children at home and the parent helpers who come into school regularly spend much of their time listening to children read. The school focuses on helping parents with strategies for reading with their children and this has a significant impact on pupils' early acquisition of literacy skills. Parents, particularly of Key Stage 2 children, help with homework and they are happy with the amount of homework the children are expected to do. There are many volunteers who help with visits, both parents as well as other members of the community. The "Frogs" (Friends of Greenside School) organise a range of social and fund raising activities that are well supported. The most recent focus for fund raising is the development of a wildlife area.

63 The school has established strong links with the local community. The children regularly visit and participate in church and community activities. They take part, often successfully, in competitive sport against other schools and, at Christmas time, the children entertain old people. The children visit local museums, the library and places of worship in support of their work, as well as amenities further afield. They raise funds for local, national and international charities. All these activities enrich the children's experience of school and make a positive contribution to their personal development.

## THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

### Leadership and management

64 The headteacher provides good leadership and clear direction for the school. He has established a very good ethos that reflects a clear set of aims that are fully understood by pupils and the school community. This is due to good systems of communication that enable parents and pupils to be well informed about school issues for example, through the school newsletter. He is well supported by the deputy head and all staff. Due to changes in staffing, management roles and responsibilities have been reviewed. This has been managed well and the headteacher and staff work as a committed and enthusiastic team. Progress in addressing issues raised in the previous inspection has been sound over the three year period and good over the past year.

65 Coordinators are now responsible for developing the full range of subjects. Much work has gone into curriculum planning and this is now good. Coordinators monitor the effectiveness of their subjects by regularly reviewing planning and by analysing test results to identify improvements in progress and areas of weakness. For example, standards in writing were lower than in reading by the age of seven. Setting was introduced to group pupils according to their year and ability groups and this has resulted in an improvement in test results and the quality of writing by the age of eleven. All coordinators have produced sound action plans to develop their subjects. The headteacher monitors lessons and gives appropriate feedback to teachers. While some time has been allocated to support monitoring standards in English, there are insufficient opportunities for coordinators to monitor the quality of teaching and learning in their subjects. This means that coordinators do not have a clear overview of teaching and learning in their subjects and remains an issue for the school to improve.

66 Governors are keen to support the headteacher and staff and are developing their strategic role satisfactorily. They review the aims of the school and are involved in the school improvement planning process. While they have sound awareness of school priorities, they do not have a clear view of standards across the school or how well the aims of the school are met. For example, while three sub groups are in place to review priorities linked to children and the curriculum, finance and staffing, buildings and health and safety, they are unsure of how the impact of decisions affects the overall quality of education and standards. In this respect there is an over reliance on the headteacher and coordinators and there is no structured monitoring programme which enables governors to assess the effectiveness of decision making. Governors have been appointed for special needs, information technology, literacy and numeracy. They are supportive and are developing a good awareness of developments in these aspects of the school curriculum. In response to an issue in the previous report, the governors now fulfil their statutory duties.

67 The school development plan is good and provides a clear overview of development priorities, objectives and targets. For example, it indicates how the home school contract is to be implemented and evaluated. The plan is costed and aspects of monitoring and evaluation are appropriately identified. The monitoring of school development planning and links to expenditure is good overall. Governors receive regular information from the headteacher and the secretary that is of good quality and enables them to have a clear understanding of patterns of expenditure and the reasons for variations. Good analyses of pupils' performance in National Curriculum assessments and other forms of testing are used well in development planning. The management of the education of children who are under five and of special needs provision is good.

68 The school successfully meets its mission statement aims in all respects. Pupils have positive attitudes to learning and benefit from a supportive environment for learning in which good relationships promote citizenship and opportunities for all pupils to achieve success in life. The leadership and management have responded well to most of the weaknesses identified in the previous report. Despite changes in staffing, including the headteacher and deputy, the school has maintained and in some respects, improved the quality of leadership and management identified in the previous report. The capacity for further improvement is good.

### Staffing, accommodation and learning resources



69 All teachers are appropriately qualified and as a team they have sufficient expertise and experience to meet the needs of the curriculum. The number of teachers to pupils is better than the national average with the average class sizes broadly in line with the national averages. The additional teaching support is well directed to reducing sizes of English and mathematics groups and in helping pupils with special educational needs. There is a sufficient number of support assistants who are appropriately qualified and experienced. They provide good additional support to small groups and individuals working in classrooms and to pupils who are withdrawn for focussed sessions outside the classroom. In literacy and mathematics lessons, they provide valuable assistance to class teachers.

70 All staff have attended an appropriate range of in-service training programmes, including that for the national literacy and numeracy strategies. This has helped to ensure a good start to these initiatives. Professional development is well based on needs identified in the school development plan and has been successful in improving teachers' confidence and knowledge. The cycle of appraisal is continuing and provides a good focus for the individual professional needs of teaching staff. There are good arrangements for the induction of newly qualified and newly appointed teachers to the school. An experienced coordinator carefully oversees the professional development of teaching and support staff.

71 All permanent staff have responsibility for whole school curriculum areas which are generally well matched to their experience and expertise. All staff have appropriate job descriptions. Office staff, the school superintendent, lunchtime supervisors and kitchen staff all contribute positively to the effective running of the school. There have been nine teaching staff changes during the past two years and at the time of the inspection temporary teachers taught two classes in Key Stage 1.

72 The indoor and outdoor accommodation of the school is satisfactory overall. It is adequate for the number of pupils on roll. The school and governors, in association with the local education authority, have worked hard to maximise the space available. Additional teaching areas have been created for special needs support staff, the reception classes and for information technology. The school hall is small and space for the older and larger pupils is restricted for physical education. A library has been created in the only available space within the entrance hall. Access to the library for individual pupils in the mobile classrooms is difficult. The staff work hard to create an attractive and stimulating environment. Classrooms and corridors have good displays of books, pupils' work and artefacts with the current Christmas displays in the entrance hall and adjacent areas being particularly striking. The school has three playgrounds and a large grassed field. Since the last inspection there has been an improvement in the outdoor play facilities for the physical development of pupils under five years of age. The school has plans to provide additional resources to enhance current provision. The school is clean and well maintained by the caretaker and cleaning staff and all glazing conforms to current safety standards.

73 Since the previous inspection, when resources varied considerably between subject areas, the school has provided a good range of resources for almost all areas of the curriculum. Additional resources have been provided to support the literacy and numeracy strategies and these are having a positive impact on the standards attained. Large equipment for physical education has been provided and the computer suite now offers very good facilities for large groups of pupils. The ratio of computers to pupils is in line with the national figure. Resources for the children who are under five are mostly good, although there is a shortage of outdoor play equipment.

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## **The efficiency of the school**

74 Financial planning is good and the school development planning process takes full account of defined educational priorities. The budget allocation and patterns of expenditure are reviewed regularly and the headteacher has a good understanding of financial commitments and virements, which are communicated well to governors. Governors rely on the headteacher for this information, but are becoming more experienced in monitoring expenditure. Additional funding from the 'Comenius' project is successfully supporting links to other cultures and is developing interest in other languages. The class size pledge fund has been used appropriately to maintain class sizes below 30. The 'Leeds Literacy Pledge' funding is used successfully to improve the standards of reading for pupils in Year 2.

75 The forward planning process shows a good understanding of maintenance costs on a rolling programme. Because of the age of the building, heating and maintenance costs are higher than in most schools. The school supports funding for special educational needs from its own resources and this is well applied to meet the needs of most pupils.

76 Financial administration and budgetary control are very good. Purchasing and ordering systems are very effective. The school secretary provides information of very good quality to enable governors and the headteacher to monitor patterns of expenditure and to be aware of any changes in projected figures. This enables them to monitor expenditure and income effectively.

77 Administrative staff provide very good support to ensure the smooth running of the school. This ensures that teachers are not overburdened by administrative duties. The staff are well deployed according to their strengths and experience and this has a positive effect on standards. The staff who are deployed to support pupils with special educational needs are very effective in assisting the good progress made by these pupils. The school makes good use of the accommodation and the large majority of resources, which effectively supports teaching and learning. The new computer suite is well used and is successfully promoting the use of information technology across the curriculum. The library is positioned in the main entrance area, which is the only available space. This makes it difficult for pupils to use it for research work.

78 Taking into account:

- the average attainment of pupils on entry to the school;
- the broadly average social circumstances of many families;
- the good quality teaching which supports good rates of progress;
- the above average attainment of most pupils in English and science by the age of eleven;
- the positive attitudes to learning and good behaviour; and
- the broadly average level of funding received by the school:

the school provides good value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

79 Pupils start school with broadly average attainment, although the full range of attainment is represented. At the time of the inspection almost all the children in the two reception classes were under five. By the age of five most children are on course to attain the desirable learning outcomes in all the areas of learning and make good progress in nearly all aspects of their development.

80 Children are set to attain the desirable learning outcomes in their personal and social development and they make good progress. They learn the routines of the reception classes quickly and rapidly gain confidence with each other and the teaching staff. They are developing a good understanding of right and wrong and the importance of taking turns and listening to what others have to say. They respond to the activities provided with enthusiasm, and are very keen to take part in whole class and group activities. They put things away carefully and understand that they must leave equipment ready for the next group of children to use. For example, when they have finished painting the children clean their equipment carefully without undue prompting. Children respond well to relevant cultural and religious events and show a range of feelings such as wonder and joy when, for example, listening to stories.

81 The quality of teaching in this area is consistently good. All staff have high expectations of the children and reinforce good manners, for example, by expecting the children to respond by saying 'thank-you' and 'no thank-you'. They expect all children to clear away their own equipment and plan activities that motivate the children and provide opportunities for them to work together

82 By the age of five, children attain the desirable learning outcomes in language and literacy and make good progress. Children listen well in large groups for increasing periods of time and respond well to questions about the story in the literacy sessions. They use a growing vocabulary with increasing fluency to express their needs and ideas. They treat books with care and are beginning to associate sounds with letters. Many recognise their own names and an increasing range of familiar words. They join in the shared reading sessions and read the text in the Big Books together with the teacher. Most children identify capital letters and full stops and higher attaining children know the question mark. Higher attaining children recognise words that rhyme and are beginning to understand the different forms of writing, for example, poems, real and imaginary stories. Most children write their own names successfully using upper and lower case letters.

83 The quality of teaching in this area is usually good, sometimes very good and never less than satisfactory. All staff talk with the children while they work and play and this develops their vocabulary and confidence effectively. Reading activities are effectively linked to writing. For example, the teacher develops a writing task for the children based on the Big Book, 'Monsters Party' that encourages them to write the key words in the story into a partly prepared sentence. The teacher acts as scribe for the children in writing activities and this impacts well on their progress. Role play activities are effectively planned and used well to develop key skills in personal and social development, as well as language and literacy skills. For example, a mock post office was effectively used to develop a range of skills. Where the teaching is most effective, the teacher and other staff intervene in free choice activities, as well as with focus groups, in order to exploit the development of speaking and listening skills. Where teaching is less effective, such opportunities are not fully exploited. The literacy hour is having a good effect on children's progress.

84 By the age of five, children attain the desirable learning outcomes in mathematics and make good progress. They use a growing mathematical language well to describe quantity, shape, position and size. In a shopping activity, they count up to ten using one pound coins and use language such as more than, left and change. Higher attaining children show awareness of the addition and subtraction signs and write recognisable numerals to ten. Children order objects from largest to the smallest successfully. For example, they make three bears from play dough and use the terms biggest, smallest and middle sized. Most children name common two-dimensional shapes correctly and represent simple data such as favourite fruits on pictograms.

85 The quality of teaching is mostly good. Planning is carefully linked to the desirable learning outcomes

while taking account of relevant ideas in the numeracy strategy. Each activity, including those where there is an element of choice has a clear objective. First-hand experiences permeate the provision and appropriate amounts of time are spent in whole class groups. These develop children's mathematical understanding and confidence as they chant and sing number rhymes and count up and down number lines. For example, in one such activity, children counted successfully both forwards and backwards to 20. When children are working on free choice activities and building structures with bricks, some opportunities to develop mathematical vocabulary and concepts are missed.

86 By the age of five, many first hand experiences provided in the reception classes have extended the children's knowledge of the world well. They develop a good awareness of the world around them on visits to the local park and the church. They learn about the different roles people have, for example, those who work in a post office. They learn to handle scissors, staplers and glue and make decisions about how they want to make, for example, a chimney for Santa to come down, or a "jack-in-a-box". They develop early computer skills well when using basic keyboard keys and the mouse to help dress 'Teddy'. The quality of teaching in this aspect of the pupils' learning is good. Activities are well planned, varied and suitably matched to the needs of the children. Visits into the locality add further to the experiences and understanding of the children. They are taught to handle all equipment with care.

87 Children attain the desirable learning outcomes in most aspects of their physical development. They make good progress in their ability to control their body movements and show good co-ordination when working in the school hall and playing in the playground. Most can undress and dress themselves successfully. Children develop fine motor skills well in a good range of cutting, sticking and tearing activities. The school is building up its provision of large outdoor play equipment, although there is a shortage of wheeled toys and large play equipment and this limits progress in the development of gross motor skills. Teaching is mostly good and all staff support children well in their use of equipment. Challenging and exciting activities are planned and these successfully extend the range of skills for the children.

88 Children attain the desirable learning outcomes in their creative development and make good progress. They enjoy music and sing with great enthusiasm. Most children paint with confidence, and use colours boldly. They select variously coloured crayons for different objects in their pictures and create patterns on a Christmas theme using printing blocks and inkpads. They use a widening range of materials, tools and other resources to express ideas and to communicate their feelings. For example, they make good representations of teddy bears in play dough and use simple tools to create features such as a smiling face on their models. Teaching is good and a suitable range of experiences is provided every day, carefully linked to the topic. The teachers develop specific vocabulary well, but also ensure that this does not restrict the opportunity for the children to use their imagination.

## **THE CORE SUBJECTS**

### **- English**

89 In the 1999 tests for seven year olds, attainment in reading was above average and in writing well above the national average. The percentage of pupils achieving at least Level 2 in reading increased by fourteen per cent and in writing the increase was fifteen per cent over 1998 test results. In the tests for eleven year olds, attainment was also above the national average. The percentage of pupils achieving at least Level 4 increased by seven per cent. By the age of eleven the performance of boys and girls is similar. At both key stages, the proportions of pupils attaining the higher levels were below average. This is due in part to the frequent changes in teachers throughout the school. While there is evidence of recent stability in Key Stage 2 and of teachers planning tasks that are well matched to pupils needs, staffing difficulties remain in Key Stage 1. While every effort is made to pass on relevant information about pupils' performance, the changes lead to inconsistency that inhibits progression at a faster rate, particularly for pupils who are more able. Attainment in speaking and listening is above national expectations by the age of eleven and pupils receive good encouragement to use a wide range of vocabulary and to debate their points of view.

90 Overall, standards have improved since the previous report. Inspection evidence indicates that

attainment in Key Stage 1 is in line with national averages, but at Key Stage 2 attainment has improved and is now above average. The impact of the introduction of the Literacy Hour, the setting of pupils according to age and ability and the high quality teaching in Years 5 and 6 are key features in the improved standards. The large majority of pupils make good progress in English. However, there is a very small proportion of pupils at Key Stage 1 with very challenging behaviour whose needs are beyond the resources of the school. This results in the disruption of some lessons and distracts pupils from their learning.

91 Speaking and listening skills for the majority of pupils at Key Stage 1 are average and progress is sound. By the end of Key Stage 2 they are above average and pupils make good progress. The good work of the staff working with children under five enable children to transfer successfully to the demands of the Key Stage 1 curriculum. The majority of pupils listen carefully to adults and to each other. They are mainly attentive in class and follow instructions accurately. In the literacy hour, pupils have a good range of opportunities to ask and answer questions. By the age of seven, most pupils answer in sentences and are developing skills of presentation to an audience. Higher attaining pupils use tone, pace and expression when talking to the class and giving their points of view. Some lower attaining pupils are less sure and do not identify sounds so effectively, or answer questions as confidently. By the end of Key Stage 2 listening skills improve at a good pace. Older pupils are beginning to express themselves in ways that engage the listener. They are aware of script and play reading and confidently contribute to class and group discussions, this was seen in Year 6 when pupils debated the merits of the work of Picasso and the style of Shakespeare in his play 'A Midsummer Night's Dream'. They vary the tone of voice and are beginning to use persuasive language to support their arguments and explanations

92 Progress in reading at both key stages is good. The school has placed significant emphasis on the teaching of reading and successfully has encouraged parents to become more involved in hearing their children read at home. This has impacted well on progress. Meetings were held with parents to explain how a partnership approach could improve standards. Parents have supported this initiative and reading records show high levels of commitment to the project. The quality and range of reading material has improved and additional support for pupils with special educational needs has supported the attainment of lower attaining pupils in Key Stage 1 and almost all pupils make good progress. By the age of seven, pupils use the sounds of letters and letter combinations and contextual clues to help them read unfamiliar words and predict the story line successfully. Most pupils are interested in books, both fiction and non fiction and read text with fluency, accuracy and expression. Most identify the author, title, contents and index, but library skills are less well developed. The position of the library makes opportunities for pupils to undertake independent research difficult, although books are taken into classrooms and this alleviates the problem satisfactorily. By the age of eleven, most pupils show considerable enjoyment in their reading and eagerly talk about their favourite authors and non-fiction books. They explain how to use the library and higher attaining pupils understand the purpose of glossaries. The oldest pupils read new text competently. They read play scripts expressively, using pitch, intonation and gesture to distinguish characters and convey emotions. Lower attaining pupils are gaining confidence in reading more challenging text and are developing expression and fluency. The strong home school reading partnership is maintained and is evident in the good quality of reading diaries in all classes. The involvement of parents is making a significant contribution to raising reading standards across the school.

93 Progress in writing is satisfactory in Key Stage 1, but there are areas of weakness in handwriting and the presentation of work. Teachers' expectations are not consistently high enough, or reinforced across the curriculum. Pupils with special educational needs make sound progress overall. Appropriate opportunities are provided for pupils to develop writing skills during the literacy hour. The observation of pupils' work showed an over reliance on worksheet tasks at Key Stage 1 and the presentation of work was inconsistent. This detracted from the quality of the writing content. In Key Stage 1, the quality of writing does not reflect the levels of attainment shown in last year's test results. Due in most part to recent staff absences, the range of writing is too limited and there are not enough examples of pupils using the skills and knowledge learned in the literacy hour across the curriculum. In discussion with pupils, their knowledge of writing and grammar exceeds the standards of the written work seen in books. They have a good understanding of parts of speech and identify nouns and adjectives accurately. They know when to use full stops, capital letters, question and exclamation marks and talk about completed writing tasks. For example, they described stories written about penguins and book reviews of stories such as 'The Three Little Pigs'. This also showed understanding of how a story can be written to emphasise a particular character or opinion. Spelling and punctuation are mainly accurate and pupils identify any careless errors. By the end of Key Stage 2, pupils' progress accelerates and is

good. Opportunities for extended and sustained writing are planned across subjects and the range of writing is good. For example, pupils write book reviews, reports of scientific investigations and autobiographies. They use an increasing range of technical vocabulary and in Year 5 there was evidence of good quality poetry, showing awareness of rhythm, pattern and empathy. Punctuation is used effectively, for example, the separation of direct and indirect speech using inverted commas. Paragraphs are used to separate ideas and spelling of complex polysyllabic words is mainly accurate. Handwriting is of good quality and shows pride in presentation.

94 The successful introduction of the literacy strategy is supporting progress well. The pupils' response is good. They enjoy class and group work and are eager to learn. Behaviour is good and pupils get on with their work during the independent work elements of the literacy hour. This ensures that the teachers can focus effectively on the teaching of target groups. Closing discussion sessions are well planned to enable pupils to present their work and demonstrate their achievements.

95 Teaching in Key Stage 1 is satisfactory and in the majority of lessons in Key Stage 2 it is good. This impacts well on the attainment and progress of the pupils. Some examples of very good teaching were seen in the reception class and Year 6. No unsatisfactory lessons were observed. Teachers' knowledge and understanding of the literacy strategy is good. Their knowledge of pupils is mainly good, but where there have been frequent changes in staffing, tasks have not always been well matched, because teachers do not know the pupils well and records of teachers' assessment are not sufficiently well developed to indicate their precise levels of understanding. Teachers encourage pupils to contribute in discussions and ask questions which focus on the skills of individual pupils enabling them to contribute. Lesson planning is good overall. Specific objectives are identified and shared with pupils at the start of lessons and there is a precise focus for learning. Resources are appropriately identified and these enable teachers to meet the needs of different groups and enable them to independently carry out their tasks.

96 Lessons are well organised and this ensures that pupils are seated appropriately. There are clear routines and expectations of behaviour and work. Where teaching is very good, lessons have a very brisk pace because the teacher uses time effectively, question and answer sessions are rigorous and pupils are given precise time limits to complete their tasks. Work is regularly marked, although the quality of written marking is not consistent between classes. There are some good examples of teachers using assessment to inform lesson planning and to target strengths and weaknesses in pupils' work. However, this is not used sufficiently or consistently across the school. Homework is used well to support reading and there are plans to extend this approach to include writing at the end of Key Stage 2.

97 The acting coordinator is enthusiastic and provides a good role model for staff. She is well supported by the headteacher. Support and monitoring of the teaching of literacy has been introduced, but has not had sufficient time to impact on standards.

## - **Mathematics**

98 In the 1999 National Curriculum assessments at the end of Key Stage 1, when compared with all schools, standards in mathematics were in line with the national average. The percentage of pupils who attained the higher level (level 3) was also similar to the national average. Apart from a dip below the national average in 1998, standards have been in line with the national trend. The 1998 and 1999 teacher assessments of attainment in mathematics show that teachers had over estimated the percentage of pupils who attained the average level. This is explained by the large number of staff changes in recent years.

99 At Key Stage 2, the 1999 National Curriculum assessments for 11 year olds, when compared to all schools, were below the national average. When compared to similar schools they were well below. The trend over time indicates that until 1999 and at the time of the previous inspection, attainment in mathematics was above the national average. Teacher assessment matches closely the results of the 1999 test results.

100 Inspection evidence indicates that by the end of Key Stage 1 standards are in line with the national average. Progress over time and in lessons is satisfactory. Standards have been maintained since the previous

inspection. By the end of Key Stage 2, inspection evidence places standards in line with the national average, showing an improving picture. Progress has improved to good in lessons as a result of better match of teacher assessments to pupil's ability, good teaching and the introduction of a new scheme of work.

101 By the end of Key Stage 1, most pupils have a sound understanding of number and read, write and order numbers to at least 20. Most pupils count on successfully in tens from a single digit. Pupils in Year 2 add 20 to numbers and solve money problems adding and selecting coins to 20p correctly. Most have a satisfactory understanding of the principle of subtraction and apply this accurately to numbers less than 20. Higher and average attaining pupils have sound knowledge of place value up to thirty and have a good grasp of odd and even numbers. They multiply simple numbers by two and use words like 'twice as much' and 'doubling'. Most are aware of simple hand positions on clock faces and know hours and half past times. Most pupils have a satisfactory understanding of simple fractions and know halves and quarters. They name basic two-dimensional shapes and record properties such as number of sides properly. Higher attaining pupils have a good knowledge of three-dimensional shapes such as sphere, pyramid, cube and cuboid.

102 By the end of Key Stage 2, most pupils have a good understanding of number and calculate using large numbers. They have sound skills and knowledge in mental recall, which they use to complete their work quickly and accurately. Pupils in Years 3 and 4 successfully add and subtract numbers using a number grid and round numbers up and down to 100. They are secure in their knowledge of the five and ten times table and manipulate them well to solve number and money problems. Pupils in Year 6 make tables to convert 'old money' into that in current usage. They quickly multiply and divide by tens, hundreds and thousands and are very secure with place value up to four digits. Higher and average attaining pupils have a good grasp of fractions and decimals that they convert, add and subtract well. Most pupils have satisfactory skills in estimating and approximating in order to check their answers. Pupils measure accurately and carefully, they know about area and perimeter and have a good working knowledge of most two and three-dimensional regular shapes. Average and higher attaining pupils measure angles accurately and know about volume of cubes. Strategies for problem solving are well developed.

103 In Key Stage 1 all pupils, including those with special needs, make generally satisfactory and often good progress in the development of number skills and the recall of number facts. They improve and develop their confidence by moving from reliance on number apparatus to using mental and written number facts in their work. They show an increasing ability to apply mathematical rules and manipulate increasingly longer numbers. Most are beginning to recognise and understand number patterns. In data handling, they improve their skills by gathering information and recording their findings in graphical form. They make suitable gains in their knowledge of shape and space, use of money and awareness of place value. Progress in Key Stage 2 is mostly good. Older pupils improve their mental skills and recall of number facts consistently. They increase their ability to convert analogue and digital times and research real situations using television and railway timetables to test their knowledge. Progress in many lessons is good due to target setting with appropriate work set for different levels of attainment. High attaining and average pupils make good progress in their ability to add and subtract decimals and estimate with increasing accuracy. Lower attaining pupils and those with special educational needs make very good progress when working in smaller groups with support from a teacher and adult helpers.

104 Pupils enjoy mathematics and they respond positively to the subject and the tasks set. The presentation of work at the end of Key Stage 1 is often unsatisfactory but at the end of Key Stage 2 most pupils present their work carefully to a high standard. Pupils are keen to answer questions about their work and respond confidently to teachers. They reply rapidly in quick fire number sessions and enjoy working with other pupils on tasks. They cooperate well when collecting data and behaviour is good overall.

105 The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. This has a beneficial effect on the attainment and progress of the pupils. All teachers have competent subject knowledge and plan carefully plan for all areas of mathematics. Whilst assessment opportunities are identified in planning and good use is made of commercial and national tests to organise pupils into groups, during some lessons there is insufficient use made of short term assessment to inform the next lesson. Teachers use resources well to support learning objectives and aid understanding. Good features of many lessons include an introduction of brisk mental arithmetic exercises, good recap of past work, appropriate intervention to make specific teaching

points and a well focussed session at the end to enable pupils to reflect upon their learning. Teachers mark pupils' work conscientiously and many comments inform pupils how they might improve in the future. Relationships are good and expectations of work and behaviour are high. Lessons are generally well managed with a good balance of class, group and individual work. Where lessons are less effective introductions are over long and work is insufficiently matched to pupils' abilities.

106 Since the previous inspection, the school has adopted the National Numeracy Strategy, has acquired more resources, introduced a new scheme of work and initiated target groups based more clearly on pupils' abilities. All of these factors are having a positive effect upon pupils' progress and the standards attained, particularly in Key Stage 2. They explain the difference between the attainment of last year's cohort in the 1999 tests and the higher attainment of the present Year 6 pupils. The subject is well managed by a coordinator who has attended recent courses and has a sound overview of the subject. Whilst planning is monitored effectively, there are insufficient opportunities to work alongside colleagues in classrooms to share expertise and directly demonstrate teaching methods and strategies. Mathematics is currently the main curriculum priority identified on the school development plan.

## - Science

107 Pupils' attainment is in line with the national average by the end of Key Stage 1 and they make sound progress. By the end of Key Stage 2, pupils' attainment is above the national average and their progress is good. Progress for pupils with special educational needs is good at both key stages. Attainment was judged to be above the national average at the end of both key stages at the time of the previous inspection.

108 Results from the 1999 National Curriculum tests show that at the end of Key Stage 2 the number of pupils achieving the expectation for their age (Level 4) is above the national average. There is a significant minority of pupils who achieve the higher Level 5. The trend has been consistent over three years and inspection evidence shows that it is set to continue. This is due to improvement in the quality of teaching and the good effect of the special educational needs provision, which has enabled more pupils to cope with the written test questions. In the teacher assessments at Key Stage 2 the school has significantly over estimated the number of pupils who will gain the higher level. This is due in large part to the appointment of new teachers who do not have such detailed knowledge of the pupils' attainment. In Key Stage 1, the trend over three years has been for the results of teacher assessment to be above the national average. Inspection judgement puts the number of pupils achieving the expectation for their age (Level 2) as in line with the national average. This break in the trend is due to the unsettling nature of high turnover of teachers and inconsistencies in the use of assessment procedures. Since the previous inspection pupils have had more opportunities to engage in investigative activities and their understanding of scientific principles has improved.

109 Pupils' progress in experimental and investigative science by the end of Key Stage 1 is satisfactory. They have regular opportunities to record their work in an orderly way to show how they carried out their investigation. When investigating light passing through different materials, they successfully sort their answers into columns and made good gains in understanding the terms transparent, translucent and opaque. Pupils make satisfactory progress in naming the main external body parts and know about healthy eating, achieving levels of attainment in life processes and living things which is appropriate for their age. In assessing material and their properties, pupils are secure with terms such as hard, rough and smooth and make satisfactory progress in applying them when sorting materials. Pupils know that the sun is a source of light and understand that light can also be created through electricity. They correctly identify household items that are battery or mains powered and in this area of physical processes their attainment is satisfactory. They make good progress in creating a simple circuit and adapting it to a model robot.

110 By the end of Key Stage 2, overall attainment and progress is good in all aspects of the science curriculum. Pupils in Years 3 and 4 successfully complete an investigation into the absorbent properties of different papers. They measure and record their findings accurately and write a description of their task. Pupils in Year 5 and 6 know the difference between a result and a conclusion, when discussing their investigation into evaporation. Pupils make good progress in using specific vocabulary and by the end of the key stage use fair test and prediction correctly. When discussing birds and small animals from a series of pictures, higher and middle attaining pupils in Year 4 show detailed knowledge about habitats and the feeding



habits of birds, squirrels and hedgehogs. The overall attainment in life processes and living things is good. Pupils show that they understand that materials can be identified as solids, liquids and gases and they apply this knowledge effectively to every day situations. Little direct evidence from lesson observation was available to enable judgement to be made in the area of physical processes, but by scrutinising planning it shows that this aspect is taught at other times in the year.

111 In both key stages there has been improvement since the last inspection in the amount of investigative work and a higher profile for using specific vocabulary. Both aspects have had a good impact on the teaching of science and pupils' progress has improved, especially at Key Stage 2. Key Stage 1 pupils have made satisfactory progress in writing their own descriptions, but the presentation of work is unsatisfactory for most pupils. The range of recording data includes Venn diagrams and bar graphs. Pupils with special educational needs make good progress. Where the aim is to improve reading ability, with some Key Stage 2 pupils, they have a better understanding of what a written question is asking. In some Key Stage 2 classes, teachers rely on the amount of support they can provide, rather than supportive word banks or writing guides, and the rate of progress is less effective.

112 Pupils have good attitudes to their work and behave very well. Pupils in Year 5 and 6 show a mature approach to their studies and are well motivated. This has a significant impact on the higher standards attained. Most pupils are attentive and remain on task well. They willingly answer questions and there is good progress towards working in groups and sharing responsibility for an investigation. Equipment is handled correctly and carefully.

113 The quality of teaching is good overall at both key stages and no unsatisfactory teaching was observed during the inspection. This is an improved situation since the last inspection and has had a good effect on sustaining the level of attainment. Individual lesson planning is generally good, although there were few instances of assessment of what pupils knew being used to plan the next lesson or set individual targets. Good liaison with classroom assistants or volunteers has a positive effect on the success of lessons. Relationships between pupils and teachers are good in all classes and this supports a good quality learning and working atmosphere. Classes are generally well managed, but group work in Key Stage 2 has long sessions and large groups, which do not effectively address the needs of all pupils. All teachers involve their pupils in question and answer sessions and show confidence with the subject when they review lessons based on pupils' responses. The subject planning is useful for teachers to know what to teach, but is less helpful for matching work to levels of achievement expected from pupils.

114 As at the time of the previous inspection, resources are of good quality and there is sufficient quantity to support the drive for improvement in investigative skills. The role of the subject coordinator in monitoring the planning has been more clearly identified, but time for developing other responsibilities, such as monitoring the quality of teaching, has not been available.

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### **Information and communication technology**

115 Progress is satisfactory and attainment is in line with national expectations at the end of both key stages. This appears to show lack of progress since the previous inspection when standards were judged to be above average. However, the previous judgement was based on a narrow range of evidence and national expectations have moved on at a rapid pace.

116 By the end of Key stage 1, most pupils have satisfactory fluency in basic operations. For example, they use the main keyboard functions in simple word processing tasks and use the mouse to move the cursor around the screen successfully. Most pupils understand that certain pieces of equipment respond to commands, for example, when using tape recorders and programmable toys. Progress for all pupils including those who have special educational needs, is satisfactory throughout the key stage. Pupils in Key Stage 1 develop key skills well across the curriculum. In art, they use the computer to create attractive coloured pictures in the style of famous artists and to design Mothers' Day cards. In science, they type and with help print out seed labels for their investigations into plant growth.

117 In Key Stage 2, regular access to a well equipped computer room is impacting well on pupils' attainment and progress. By the end of the key stage, most pupils have a good knowledge of the keyboard functions and use the delete key, caps lock, arrow keys and functions such as spell checks font and underline confidently. Most average and higher attaining pupils know how to save, store and retrieve their work successfully. Most pupils know how to move effectively through a simulation program in order to seek out required information. Progress in communicating and handling information is satisfactory overall and for higher attaining pupils and for about a third of the pupils who have personal computers at home, it is good. Pupils have begun to work on control programs, such as 'Gogo' but overall progress in the control and modelling aspects of the subject is unsatisfactory. Computers are used well to develop pupils' skills in other subjects. For example, in history, Viking simulation programs are used well and in mathematics computer generated graphs support work in data handling well.

118 At both key stages, pupils enjoy working on the computers and treat all equipment with care and respect. They work successfully in pairs and small groups when they help each other and take turns sensibly to work on the different aspects of the task. Behaviour is good and pupils show enthusiasm and concentration. They are proud of finished pieces of work and when they successfully overcome a challenge.

119 Little direct teaching was seen in Key Stage 1, but evidence from teachers' planning and work scrutiny, indicates that it is at least satisfactory. In the lessons seen in Key Stage 2, the quality of teaching is satisfactory and sometimes good. All teachers have good levels of confidence and are developing their knowledge well. Most teachers are less sure about how to develop the control and modelling aspects of the subject. They have high expectations of pupils' behaviour and involvement in the activities. Where the teaching is most effective, pupils' own work is used well to build on strengths and overcome weaknesses, teacher demonstrations are clear and informative and work is reviewed regularly. In these lessons, planning is good and challenging tasks are set. The teacher takes care to ensure that the grouping of pupils allows 'pupil experts' to help those who are less familiar with the program.

120 Assessment is underdeveloped. In Key Stage 1, some teachers keep checklists of pupils who have visited the computer, but this is not consistent across classes. A good system has recently been introduced, but is not in general use. This has a negative impact on progress since sufficient assessment information is not available to help in the planning of future work.

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## **Religious education**

121 By the end of both key stages, pupils attain levels that are in line and sometimes above the expectations of the local Agreed Syllabus for pupils aged seven and eleven. Religious Education is taught in class lessons and through collective worship. The subject makes a good contribution to the spiritual, moral, social and cultural development of the pupils. Pupils, including those with special educational needs, make good progress in their knowledge and understanding of major religions. Progress in learning from religion is good because the provision allows pupils many opportunities for discussion and reflection. Standards have improved since the previous inspection.

122 By the end of Key Stage 1, pupils have an appropriate knowledge of the major Christian festivals and celebrations. They understand that there are similarities in the festivals and celebrations of many faiths. They recognise and describe men and women who are followers of Christ and know a range of Bible stories. In Years 1 and 2 pupils learn about the Hindu festival of Divali and through the story of Rama and Sita, identify characters associated with good and evil. By the end of Key Stage 2, pupils are able to explain the beliefs, practices and values of different faith communities. Through studies of life styles and environment they consider their personal attitudes and reflect upon their own lives. When considering the story of Advent they are aware of the symbolism of light to different religions.

123 Overall progress is good. Pupils increase their understanding of religious stories and their significance in both lessons and assemblies. Pupils in Year 2 become more aware of the impact their behaviour has upon others. Through a study of homes and families, they extend their knowledge of special times and celebrations

such as birthdays, baptisms and Christmas. They study and draw significant symbols such as the Christian Cross, Rangoli and Mehndi patterns and improve their awareness of special artefacts associated with different faiths. They increasingly think about the importance of caring, sharing and respect for each other. Through visits to significant places of worship in the community such as the local church, synagogue and Sikh and Hindu temples, they develop first hand their respect for the beliefs of others. Most pupils make good progress in understanding moral issues, respect for others' views and beliefs and that religion is a personal choice.

124 Pupils at both key stages are interested and enthusiastic about their learning and respond well to the teaching. The good relationships with their teachers are a positive factor in promoting their interest in the subject and the development of understanding of the views of other people. Pupils in both key stages are clearly fascinated by the stories associated with light and respond particularly well to the symbolism of lighting candles in Key Stage 1 assemblies and Key Stage 2 lessons about Advent. They answer questions quickly, share opinions and listen carefully to each other's thoughts and ideas.

125 The quality of teaching is good overall with an appropriate balance of opportunities for pupils to improve their knowledge of major religions and to consider reflectively their own lives and values. Teachers have a good subject knowledge that is well supported by a good scheme of work to aid their planning. There are good displays of religious education work in most classrooms and communal areas of the school. The school is currently using assessment procedures from the local education authority and these are beginning to impact well on lesson planning. They provide a good basis for summarising pupils' progress over time. Careful records are made of planned assembly themes, which ensures a good balance between class based activities and collective worship.

126 The school has greatly improved the available resources since the previous inspection and now reports annually to parents on individual pupils' attainment and progress in religious education. The school benefits from an enthusiastic coordinator who has worked hard to raise the profile of the subject and a member of staff from the Hindu faith who has made a significant contribution to pupils' knowledge and understanding.

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## **OTHER SUBJECTS OR COURSES**

### **- Art**

127 By the age of eleven standards are above average. Progress is satisfactory in Key Stage 1 and, because of the good quality teaching they receive in Years 5 and 6, progress accelerates towards the end of Key Stage 2. This is an improvement since the previous report when standards were described as sound at both key stages. Pupils with special educational needs receive good support from staff and make good progress

128 By the end of Key Stage 1 pupils investigate colours through mixing paint and creating their own patterns. This work is further developed through printing, with pupils being encouraged to be more critical in the choice of colours used. This impacts well on their progress. They are discerning in their responses to the work of other artists. For example, when creating an imaginative space picture in the style of Henri Matisse, higher attaining pupils describe different techniques used to create a range of effects. In this work pupils demonstrate improvement in the skills of tearing, cutting and sticking techniques. Information technology is linked profitably to art when children use the computer to create patterns including those based on designs by Mondrian.

129 By the end of Key Stage 2 pupils gain further experience of the effects of colour mixing when working with chalks, pastels, paints and a range of pens and crayons to create patterns with varying strengths of colour. In Years 3 and 4 paper weaving and more sophisticated printing techniques provide additional opportunities for pupils to appraise the effects of different combinations of colour. Pupils in Year 6 discuss the work of Picasso knowledgeably. The comment upon the similarities and differences between the work of Picasso and other artists effectively, for example, Mondrian. Photographic evidence indicates that pupils are given a wide range of media experiences from which to make choices in art.

130 Pupils enjoy art. They talk enthusiastically about their work and are pleased to share their opinions with their peers and adults. They are responsive to new ideas and are fascinated to recognise and copy the distinctive techniques of famous artists. They work hard and show determination to meet the expectations made of them. They have a positive response to criticism, recognising it as a means to improvement. Equally, they are prepared to justify their views and engage in well mannered discussions with their teachers.

131 The quality of teaching is never less than satisfactory. At Key Stage 2 it does not fall below good, with one example of very good teaching in Year 6. In this lesson clear objectives were shared with pupils and at the end of the lesson and those objectives were evaluated successfully. Focussed questioning provides pupils with guidance in promoting and refining their observational skills well. Pupils are encouraged to evaluate their work and recognise personal progress. Lessons have good pace and provide challenge for pupils of all abilities. The subject is led with enthusiasm. The helpful scheme of work, of good quality, indicates a wide range of activities. Good quality displays in the entrance hall and in corridors help to promote art.

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### **Design and technology**

132 No lessons were planned during the period of the inspection, but by talking with pupils, looking at planning, pupils' workbooks and models on display it is possible to judge that pupils have a limited experience of construction and design techniques. While some of the projects are original and innovative and link well with other subjects, particularly science in Key Stage 1 and history in Key Stage 2, the overall progress of the pupils is unsatisfactory.

133 In the reception classes, displays of three-dimensional figures constructed from rolled card and 'junk' material shows glue and cutting experience, which is good preparation for work in Key Stage 1. Higher attaining pupils in Key Stage 1 have a good understanding that design is more than a picture and provide a list of materials and step-by-step description of how to make a model bus. This utilises their literacy skills effectively and they produce a model that moves. Progress in working carefully and suggesting what they might change if they had to make another bus is good. This minority of pupils is working with ideas that are

above the expectation for their age. The majority of pupils do not show the same control and skill at cutting card or using paint to finish their model and as a result their work is below what is expected for their age. The robot with flashing eyes is a good example of pupils' knowledge of a simple circuit applied to a working toy.

134 By the end of Key Stage 2, pupils make insufficient overall progress in design and making skills. This is the result of only sporadic experiences to develop skills from year to year. The rain gauge, World War Two menus and recipes and designing Viking slippers are good examples of links with other subjects and require a range of skills to complete them. However, the time between each project is too long for the pupils to apply and practise the skills they have been taught. Models, such as the Easter baskets, do not sufficiently stretch the skills of pupils in Key Stage 2. Higher attaining pupils understand and use vocabulary such as template and reinforcement, as well as making an evaluation of their finished product in terms of suitability for the purpose and changes to improve their design. They think ahead and order their work effectively, but the majority of pupils do not produce labelled drawings and the range of fixings is limited to glue, staples and tape.

135 The newly appointed coordinator intends to bring the scheme of work up to date and is aware that the time between projects adversely affects the pupils' progress in improving their range and proficiency of skills and techniques. The good quality tool boards have had a good impact on the work of the higher attaining pupils. There have been no significant developments in this subject since the last inspection.

## **French**

136 French is taught to all pupils in Year 5 and 6 pupils. Two groups receive one lesson of forty-five minutes each week, taken by the same teacher. Lessons are planned carefully with an appropriate content, which reflects well the pupils' prior knowledge. Pupils, including those with special educational needs, respond well to the subject and persevere to learn new words related to months of the year and days of the week. They have a developing vocabulary and most are quick to follow the teacher's instructions spoken in French. Good use of resources, for example, a 'birthday tape', promotes well the learning objectives. Lessons are characterised by good relationships, humour and the good subject knowledge of the teacher. An after school club paid for by pupils contributes well to their knowledge and understanding.

## **Geography**

137 Due to the way in which the subject is organised into topic cycles, no geography lessons were observed during the inspection. On the evidence of scrutiny of work, discussions with pupils and teachers' planning, the work meets the standard expected for pupils' age and progress is sound at both key stages. Pupils have good field work opportunities and older pupils engage in orienteering. These activities develop key geographical skills well. The subject is promoted well through a twinning arrangement with schools in Spain and France.

138 In Key Stage 1, pupils have frequent opportunities to talk about their own area and far away places, as well as opportunities to record their work as simple maps. They make satisfactory progress in writing their address and describing a route to school using drawings symbols for the main landmarks. Through following the character Pudsey Bear on his travels around the world, pupils are successfully introduced to the ideas of different climates. They understand that this means different clothes to their normal school wear and that to travel beyond Britain, water has to be crossed by aeroplane, or by boat.

139 By the end of Key Stage 2, pupils understand and apply geographical knowledge to explain why snow remains on mountains, even in summer. Landscape terms such as lake, mountains and valley are understood and they make satisfactory progress in interpreting aerial photographs. Their fieldwork experience is good for making a comparison between the area around Scarborough and the Pudsey area. They use their interpretive skills accurately, such as using clues of trees and building styles to place a series of pictures to a particular country or region.

140 Pupils are given good opportunities to produce bar graphs and most of their work is hand written.

The presentation of work in Key Stage 1 is unsatisfactory, but better in Key Stage 2. The policy to allow pupils to write their own work, rather than use work sheets, is having a good effect on improvements in writing in sentences with correct punctuation and paragraphs. Pupils have a good attitude to geography and enjoy the outdoor work. On the evidence of teachers' planning, the quality of teaching is at least satisfactory. Teachers are developing their knowledge in most aspects of the subject. The subject development plan highlights a need for more confidence with mapping and progression of skills. Standards have been maintained since the previous inspection. The scheme of work has been revised and the subject has a high profile, which is having a good impact in raising awareness of the wider world.

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## **History**

141 At both key stages, the work seen in history was as expected for pupils' age. Despite the emphasis on the literacy and numeracy strategies, the standards in history that were identified at the time of the previous inspection have been maintained.

142 In a history topic linked with a science theme on light, seven-year-olds know that different sources of light are associated with different periods in history. They place these with satisfactory accuracy by ordering pictures, or making their own drawings on time lines to indicate which came earliest and latest. Pupils have a satisfactory knowledge of famous characters in history, for example, Neil Armstrong, Mary Seacole and Thomas Edison. By the end of Key Stage 2, pupils have a sound understanding of how time changes things and the effect this has on people's lives. For example, in studies of the Romans, Vikings and Britain since 1930, they know about key differences in the lives of ordinary people.

143 All pupils, including those who have special educational needs, make satisfactory progress as they move through the school. The rates of progress are linked closely to the quality of teaching. This is mostly satisfactory and sometimes good at both key stages. Topic related time lines are used well in all classrooms and this impacts well on pupils' understanding of chronology. Teachers have good knowledge of the subject and use questioning, artefacts and other resources effectively. This brings the subject alive for pupils and develops their understanding of how things change over time and how these impact on people's lives. Pupils develop particularly good empathy with people in the Viking period and children in the Second World War, through good use of artefacts and planning of these topics. For example, the visit of a teacher dressed as a Viking inspired the pupils and gave them valuable insights into what it was like at that time. The use of computer simulation programs added to the pupils' knowledge and impacted well on their progress of key features of the period. The use of literacy skills impacts well on pupils' progress, although presentation of pupils' work is better in Key Stage 2. Assessment systems are underdeveloped and this has a detrimental impact on pupils' progress since there is no clear indication of what key historical skills have been learnt and how these might be developed in future lessons or topics.

144 Pupils' attitudes to the subject are good and the large majority is well behaved. Pupils show particular excitement and motivation when looking at artefacts, or when topics are related to everyday life. For example, pupils in Year 5 and 6 were fascinated by the effect of the change to decimalisation. Numeracy skills were used well to support this work. Concentration and enthusiasm are heightened when pupils experience well planned visits, or when visitors come into the school in connection with their history work.

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## **Music**

155 By the end of both key stages, attainment is as expected for pupils' age and progress is satisfactory. In Key Stage 2, the element of listening and appraising is better than expected for pupils' age and progress is good.

156 By the age of seven, most pupils sing in tune and maintain a pulse when clapping to accompany songs they know from memory. They successfully play a good range of percussion instruments as when interpreting and performing 'noises of the night' music in groups. They know the names of the instruments they play and show a sound understanding of rhythm. By the age of 11, standards in singing are good. Pupils sing a range of songs, tunefully. Some of these involve difficult phasing and rhythms. Those higher attaining pupils, who

learn to play woodwind and stringed instruments with outside specialists, perform confidently and accurately. They understand the more familiar technical language associated with notation such as stave, clef, crotchet and quaver. The 45 members of the school choir perform a good range of songs from memory with the current Christmas ones sung to a high standard with great attention to detail and with a good awareness of audience.

157 Across the school, progress in most aspects of music is good. In learning a range of songs all pupils develop an understanding of the dynamic changes, pitch and tempo. Good use is made of the time available and the musical expertise of staff by involving the older three classes in Key Stage 2 in weekly music sessions and the weekly singing lessons with the whole of Key Stages 1 and 2. These achieve a good balance between the teacher working with pupils to improve their performance and maintaining the flow of the lesson, so that pupils enjoy the experience of singing together. Particularly good progress is made in Key Stage 2 lessons, where pupils listen and appraise a wide variety of music, which they compare and contrast well, recognising common musical elements. Progress for all pupils, including those with special educational needs is good in singing songs from memory. All pupils make sound progress in their knowledge of famous composers from the past, like Bach, Mozart and Beethoven, when listening in lessons and assemblies. Pupils in Year 6 make very good progress in their appreciation of different musical styles, mood, and the ability to identify repetitive melodies.

158 Pupils have good, positive attitudes and enjoy music. They respond well to teachers' guidance, behave well and pay close attention in class and in assemblies even when large groups are gathered together in the hall. They handle instruments carefully, take turns and share resources well.

159 The teaching of music in the lessons is generally good. Teachers' planning is thorough and shows a good knowledge and understanding of the subject. The structure of the scheme of work gives all teachers the confidence to tackle a range of musical activities appropriately focussed on a broad curriculum. Staff support and encourage pupils including those with special educational needs well. Teachers offer a rich range of extra curricular musical activities that are well attended. They include performances in school, in local churches and for elderly residents in the community. All pupils benefit from the opportunities to perform for parents in class assemblies and when celebrating festivals such as Christmas and Easter.

160 Standards have been well maintained by a knowledgeable and enthusiastic coordinator who offers good support to colleagues in planning. There are, however, few opportunities for her to work alongside colleagues in lessons in order to share her expertise.

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### **Physical education**

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161 By the age of eleven the standards are better than those expected for pupils' age. Progress is satisfactory progress in Key Stage 1 and because of the range and effectiveness of additional extra curricular activities, progress accelerates towards the end of Key Stage 2. This is an improvement since the previous report when standards in both key stages were described as in line with national expectations. Pupils with special educational needs make good progress. No swimming was observed during the period of inspection. Discussions with the curriculum coordinator indicate that pupils in Years 3 and 4 attend weekly swimming lessons at the local leisure pool. All pupils swim 25 metres at the end of Key Stage 2. Many pupils develop their swimming skills much further. The school has a good record in local swimming competitions against other schools. Pupils are encouraged to join the Leeds Swimming Development Scheme where opportunities for coaching at the highest levels are available.

162 By the end of Key Stage 1, pupils have sound body control, co-ordination and balance and seek ways to improve their performance. Only one lesson was observed in Key Stage 1 and judgements are made using additional information including observation of pupils playing informally on the hard play areas and attending extra curricular activities. In the one lesson observed pupils regulated the speed with which they travelled in response to the teacher's signals. They also held a still position on command. This work developed further with pupils interpreting the movements of a range of toys, for example, a Jack in the box, rocking horse and a spinning top. Different methods of power were discussed and experimented with and pupils demonstrated how these changes could affect movement, for example, a steam engine. Pupils suggested ways to improve

performance and this had a positive impact on progress.

163 By the end of Key Stage 2 pupils have built on the skills they developed in Key Stage 1 well. Pupils in Years 3 and 4 consider how birds move on the ground and in the air. They interpret jumping, gliding, flying and drifting actions at different levels. The pace with which this work is interpreted is related to accompanying music. Pupils exhibit good control, poise and balance throughout these activities. In Year 6, pupils plan sequences of movements using rolling and balancing skills effectively. They are aware of the importance of good starting and finishing positions. Sequences include both forward and backward rolls and pupils work well establishing which partner has the responsibility to initiate movements.

164 Pupils enjoy physical education. They take every opportunity to be involved and this is reflected in the numbers who take part in extra curricular activities. Pupils are enthusiastic and concentrate fully to improve individual performances. There is an awareness of the importance of rules in games and of consideration for the feelings of other people through a recognition of fair play. Pupils enjoy demonstrating to their peers who are keen to celebrate the success of good quality performances.

165 The quality of teaching is satisfactory. Lessons are planned with a range of interesting and challenging activities to support learning objectives. Teachers have secure subject knowledge and the contribution made by coaching staff from the local professional football club has enhanced the expertise of staff to develop ball skills. Lessons are well timed and good attention is given to promoting health and safety and encouraging pupils to make decisions independently about the range and style of their movements. Teachers prepare the pupils well for rigorous activity through structured warming up exercises. They recognise the importance of allowing time to cool down at the end of the lesson. Good attention is given to ensure both boys and girls have equal opportunities to take part in games such as football.

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## **PART C: INSPECTION DATA**

### **- SUMMARY OF INSPECTION EVIDENCE**

- A team of five inspectors carried out the inspection over four days.
- During the period of the inspection, 70 lessons or part lessons were observed, adding up to a total of just over 50 hours.
- Inspectors attended school assemblies and registration periods in all year groups.
- Samples of pupils' work were examined for each class for the current and previous academic year.
- A comprehensive range of school documentation including the school development plan, teachers' records, all curriculum planning documents, the records kept on pupils, sample reports sent to parents and the school register were inspected.
- In each class, inspectors listened to a sample of pupils read. Pupils were examined in their mathematical knowledge.
- Discussions were held with members of staff, governors, pupils, parents and the administrator.
- A parents' meeting held prior to the inspection was attended by 11 parents, at which they expressed their views about the work of the school.
- The responses to the 68 questionnaires (21 per cent) completed by parents were taken into account during the inspection.
- The budget figures and the most recent audit report were examined.

## DATA AND INDICATORS

- **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	321	2	58	23

- **Teachers and classes**

- **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	13.55
Number of pupils per qualified teacher:	23.7

- **Education support staff (YR - Y6)**

Total number of education support staff:	9
Total aggregate hours worked each week:	117.5

Average class size: 29.2

- **Financial data**

Financial year:	1998/99
	£
Total Income	503,439
Total Expenditure	513,166
Expenditure per pupil	1,655
Balance brought forward from previous year	14,490
Balance carried forward to next year	4,763

## PARENTAL SURVEY

Number of questionnaires sent out: 321

Number of questionnaires returned: 68

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	58	38	3	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	71	25	1	3	0
The school handles complaints from parents well	29	40	24	5	2
The school gives me a clear understanding of what is taught	44	45	6	3	2
The school keeps me well informed about my child(ren)'s progress	45	46	3	4	1
The school enables my child(ren) to achieve a good standard of work	56	41	3	0	0
The school encourages children to get involved in more than just their daily lessons	55	39	4	0	1
I am satisfied with the work that my child(ren) is/are expected to do at home	57	32	3	7	0
The school's values and attitudes have a positive effect on my child(ren)	68	26	6	0	0
The school achieves high standards of good behaviour	60	35	3	1	0
My child(ren) like(s) school	68	31	1	0	0