

INSPECTION REPORT

BEECROFT PRIMARY SCHOOL

Kirkstall, Leeds

LEA area: Leeds

Unique reference number: 107883

Headteacher: Miss June Turner

Reporting inspector: Steve Bywater
18463

Dates of inspection: 18th to 21st June 2001

Inspection number: 191126

Full 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
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Eden Way Burley Leeds West Yorkshire
Postcode:	LS4 2TF
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Steve Harris
Date of previous inspection:	January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Steve Bywater 18463	Registered inspector	Religious education History Music Information and communication technology	What sort of school is it? How high are standards? How well are pupils taught?
Colin Herbert 09652	Lay inspector		How high are standards? (attitudes and behaviour) How well does the school care for its pupils? How well does the school work in partnership with its parents?
Stephanie Cook 14842	Team inspector	English Art Design and technology	How well is the school led and managed?
Derek Pattinson 19120	Team inspector	Mathematics Science Physical education Geography Equal opportunities Special educational needs	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Beecroft Primary School is situated in an established urban residential community, approximately two miles from the centre of Leeds. The school serves a very mixed catchment area with pupils from a broad spectrum of background and abilities. Many pupils come from disadvantaged socio-economic backgrounds and a significant minority of pupils from a diverse range of social backgrounds. This judgement is reflected in the fact that approximately 20 per cent of pupils over five are eligible for free school meals. This is a smaller proportion than found during the last inspection. Twenty three pupils are from ethnic minority groups and 19 speak English as an additional language. The vast majority of these pupils speak English well and no pupils receive additional support from outside agencies. Gujarati, Urdu, Chinese and German are the most common languages spoken by pupils who speak English as an additional language. The school is about the same size as other primary schools. There are 172 full-time pupils aged between 4 and 11 years (86 boys and 86 girls) and a further 52 three and four year old children who attend part-time in the nursery class. More children attend now than they did at the time of the previous inspection. The general attainment of pupils on entry to the school is about average for four year olds, but includes a full range from well below to well above average. The school is organised into classes of mixed ability arranged in seven year bands. However, reorganisation of school day allows for setting by ability in English and mathematics. Almost 28 per cent of pupils are on the register of special educational needs and five pupils have a statement of special educational need. There is no 'common' special educational need identified and, of the 12 pupils who receive outside support, eight special educational needs categories are identified.

HOW GOOD THE SCHOOL IS

This is a very good school with many excellent features. Its strengths lie in the outstanding leadership of the headteacher supported by a dedicated team of teachers and a very effective governing body. The high quality teaching ensures pupils are taught well the basic skills in literacy (especially writing) and numeracy and an exciting curriculum promotes pupils' personal, spiritual, moral, social and cultural development very well. By the end of Key Stage 2 pupils achieve high standards in English, mathematics and science when compared with similar schools. The school provides very good value for money and parents are justifiably proud of the education their children receive at Beecroft Primary School.

What the school does well

- When compared with similar schools, standards at the end of Key Stage 2 are well above average in English, mathematics and science. Pupils make good progress.
- Teaching is good overall, very good in Key Stage 2 and particularly impressive in Years 5 and 6.
- A very good, broad, balanced and relevant curriculum is provided. Provision for pupils' social and cultural development is excellent whilst their moral and spiritual development is very good.
- The headteacher provides outstanding leadership. With the support of staff, governors, parents and pupils, there is an excellent ethos which promotes high standards.
- Pupils have a very good attitude to learning. Relationships within school are excellent and links with parents and the community are very good. Pupils behave very well.
- The school analyses pupils' achievements astutely and uses the information to improve their standards. The school cares very well for all of its pupils.

What could be improved

- Teachers could make better use of computers in lessons other than information and communication technology.
- The time in some afternoon sessions could be used more efficiently.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has developed very well since the last inspection in January 1997. It is a tribute to the teamwork of staff, governors and parents that the school has significantly improved every aspect of school life. In particular, the quality of teaching and learning, the curriculum, the provision for pupils' spiritual, moral, social and cultural development and the leadership and management of the school have advanced enormously. The impact of these improvements can be acknowledged in the very high standards of pupils' work, pupils' positive attitudes and very good behaviour and the excellent relationships that exist in school. There were few issues for development in the last report, but the school has responded well to address effectively the standards of achievement in design and technology, geography, history and music.

Improvements in the planning, better teaching and the input of resources have seen major improvements in provision and standards. The school is well placed to make further improvements, largely because of the enthusiastic and supportive response of staff, governors, parents and pupils.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	B	B	A	well above average A above average B average C below average D well below average E
Mathematics	B	B	C	A	
Science	A	B	B	A	

In the 2000 national tests for 11 year olds, pupils' standards were above the national average in English and science and standards were close to the national average in mathematics. When compared with similar schools, standards were well above average in English, mathematics and science. Children enter the nursery with skills below what would be expected, especially in developing their speaking and social skills. Children make good progress in the nursery and reception class and meet the goals expected of them in all areas of learning at the end of the reception year. They exceed them in personal and social education. The full range of inspection evidence shows that, at the age of seven, pupils are above national expectations in design and technology and are in line with national expectations in speaking and listening, reading, writing, mathematics, science, information and communication technology, art, geography, history and music. Standards in religious education meet expectations. By the age of 11, standards in English, mathematics, science, art, design and technology and history are above national expectations. In information and communication technology, geography and music, pupils reach the nationally expected level. Standards in religious education exceed the expectations of the local guidelines. In physical education, there was insufficient evidence to make a judgement of standards in either key stage.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager learners and respond enthusiastically in lessons. They concentrate well and are proud of their achievements.
Behaviour, in and out of classrooms	Behaviour in lessons and breaktimes is very good. Pupils are courteous and polite. They respect their teachers and one another.
Personal development and relationships	Personal development is excellent. Pupils respond well to opportunities that they are given to take on responsibilities. The school council is a very positive development. Relationships within school are excellent. The school has an atmosphere of mutual respect where adults and pupils alike trust each other, can express their views confidentially, are positive and take others' views seriously.
Attendance	Attendance is good and most pupils arrive punctually.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
43 lessons seen overall	Good	Good	Very good

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

Overall, the teaching is good and no unsatisfactory lessons were seen. Teaching is good or better in 88 per cent of lessons, very good in 30 per cent and excellent in 7 per cent. The school utilises teachers' talents very well through setting the pupils in groups by ability and by specialist teaching. Teachers have very good relationships with pupils, have high expectations of them and manage them well. The teaching of literacy and numeracy skills is very good. Teachers ensure that pupils know what they are expected to learn in the lessons and, as a result, pupils are clearly focused and concentrate well. Impressive mental mathematics sessions are increasing pupils' speed and their understanding of strategies which are then applied to solve problems. The final sessions in both literacy and numeracy lessons are very effective in consolidating pupils' understanding. Most teachers have a talent for asking searching and challenging questions which require pupils to think deeply about their answers. Teachers choose and use resources very well, although computers could be used more in all subjects. Teaching of pupils with special educational needs is very good. Support staff are used very well. Homework is always appropriate and supports pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a broad and balanced range of relevant work for all pupils. Extra-curricular provision is good. Time in afternoon sessions could be used more efficiently.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. Teachers match pupils' work carefully to meet their individual needs.
Provision for pupils with English as an additional language	Good overall. Teachers take care to explain tasks carefully and repeatedly to ensure pupils understand what it is they have to do.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good spiritual and moral development and excellent social and cultural development. Many opportunities for reflection are found in assemblies and lessons. Staff provide very good role models and pupils are taught right from wrong. Pupils have a very good understanding of their own culture and their awareness of other faiths and cultures is also developed very well.
How well the school cares for its pupils	Very good procedures are in place for child protection and health and safety matters. The results of tests and assessments are used astutely to prepare projected targets for the school and for individuals.

The school has very good relationships with parents. Most parents have a very positive view of the school and some provide valuable help in class. The information provided by the school to parents is very good. The school involves parents well in the assessment process for pupils with special educational needs and in setting targets for all pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There is excellent leadership by the headteacher, who is very well supported by the school management team and curriculum leaders. The headteacher delegates wisely and the impact of such high quality leadership is clear from high standards achieved by pupils and the high quality teaching.
How well the governors fulfil their responsibilities	Very good. The governing body fulfils its responsibilities extremely well and takes a very active role in helping to shape the direction of the school through strategic planning. They are fully committed to and supportive of the school.
The school's evaluation of its performance	Monitoring and evaluation of performance is excellent. There is a rigorous analysis of standards, frequent checking of the progress towards meeting targets in the school improvement plan and regular observations of teaching. The school responds immediately when dealing with any perceived weaknesses and has dealt well with all issues raised in the previous inspection.
The strategic use of resources	Excellent. There is a clear link between development planning and finance. Priorities are entirely relevant to school. Best value principles are clearly understood and are at the heart of the financial planning process. The school provides very good value for money.

Staffing, accommodation and learning resources are generally good. Non-teaching staff are of high quality and make a significant contribution to pupils' learning and the day to day management of the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and they make good progress. • The teaching is good and the school expects children to work hard and achieve their best. • The school works closely with parents and they feel comfortable about approaching the school with questions or a problem. • The school is well led and managed. • The school is helping my child become mature and responsible. • The amount of work pupils do at home. • The amount of extra-curricular activities. 	<ul style="list-style-type: none"> • A small number of parents would like to be better informed about how their child is getting on.

This table takes account of the views of 20 parents attending a meeting held with the registered inspector prior to the inspection and those expressed in 129 returned questionnaires. The inspection team agrees with the positive views of parents and from all available evidence finds parents are well informed about pupils' progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the nursery with skills below what would be expected, especially in developing their speaking and social skills. Children make good progress in the nursery and reception class because of the consistently good and sometimes very good teaching. They meet the goals expected of them in all areas of learning at the end of the reception year and exceed them in personal and social education.
2. Standards of attainment in the National Curriculum tests of 2000 were below the national average by the age of 7 in reading and close to it in writing. Compared with schools with a similar intake, standards in reading are average and well above in writing. The percentage of pupils reaching the higher Level 3 was average in reading and above in writing. Standards over the past five years have risen, but dipped in 2000 because of the higher proportion of lower attaining pupils and the number of pupils who had special educational needs in the year group. By the age of 11, attainment in English was above the expected standards in the 2000 national tests. They were well above expected standards when compared with similar schools. Over the past five years the school's standards in English have risen steadily with more rapid progress has been made in writing. In the 2000 tests in mathematics, standards in mathematics were in line with the national average by the end of Year 2 and above the national average levels by the end of Year 6. Results at the end of Year 2 show a substantial improvement on the past two years. Test results also show that the school is performing well in comparison to similar schools. Teacher assessments and national test results in 2000 indicated standards in science were broadly in line with the national average at the end of Years 2 and 6. One in four pupils were reaching the higher level in Year 2 and over two pupils in every five were attaining the higher level in Year 6. Test results between 1998 and 2000 also show that the numbers of pupils performing above national standards in the Year 6 tests is rising. There is no significant difference in the attainment of boys and girls. The school sets aspirational targets for its pupils in English and mathematics and has performed very well to exceed them in recent years.
3. The full range of inspection evidence shows that by the age of 7 pupils' standards in speaking and listening are average. This represents considerable progress since their entry into the nursery. By the time they are 11 pupils have skills above those expected for pupils of this age. Reading standards at the age of 7 are average, although pupils achieve well. Pupils of average ability are working at levels higher than those expected for their age. Higher attaining pupils read confidently with good expression, appropriate pace and good anticipation of the text. However, there are a significant number of pupils with special educational needs whose reading is below expectations for the age group. Standards in reading by 11 year olds are above average and the books they read inspire pupils. Gifted pupils read avidly and welcome the chance to study difficult texts. Standards in writing are average by the age of 7 years. Much of the writing is lively, very well presented, well punctuated and with accurate spelling. Lower attaining pupils do not achieve as well and their initial writing before redrafting is below the expected standard. By the age of 11 standards in writing are above average. This represents very good progress from when pupils first started school with below average attainment. Work in every Key Stage 2 class is at least of a good standard. Pupils are very aware of writing for an audience and a purpose and their persuasive arguments are most convincing. Most pupils always produce good quality work whether it will be redrafted or not.

4. The full range of inspection evidence shows that standards in mathematics reflect the 2000 test and are in line with the national average by the end of Year 2 and above the national average levels by the end of Year 6. Mathematics is well represented in all years and number work is given significant emphasis. The school has made good improvement since the last inspection in successfully working to raise standards.
5. Pupils apply their literacy skills well across the curriculum. For example, pupils skim and scan documents in their research for topics and write stories and accounts in their history, geography and religious education work. Pupils' numeracy skills also develop well in other subjects. For example, they gather information in history, geography and science, record their findings using a variety of graphs and use the information well.
6. Inspection findings indicate that standards in science are broadly in line with the national average at the end of Years 2 and 6. The work scrutiny revealed that more able pupils in Years 2 and 6 are performing above the nationally required standard. These judgements mirror the results of the national tests last year, which showed that one in four pupils reached the higher level in Year 2 and that over two pupils in every five were attaining the higher level in Year 6. Test results between 1998 and 2000 also show that the numbers of pupils performing above national standards in the Year 6 tests is rising. Results show that pupils of all abilities are appropriately challenged and are performing well.
7. In information and communication technology, pupils meet national expectations by the ages of 7 and 11. By the age of 7, most pupils are competent in using the computer. Pupils are competent in using a word processor, they have secure skills in using databases and control a floor robot accurately. Pupils occasionally use a CD ROM to research work. By the end of Key Stage 2 standards are in line with national expectations and pupils make good progress in developing their skills, knowledge and understanding of how to communicate and handle information through the technology. Progress would be better if pupils had more opportunities to use their skills in other subjects such as history, geography, science and religious education. They confidently use a control box to devise a burglar alarm system and have a satisfactory knowledge of how to write commands for the computer to draw shapes on screen. Pupils have not yet had the opportunity to use e-mails or to do much research using the Internet because the school has had difficulties getting connected. However, pupils in Years 5 and 6 have visited a cyber café and used their facilities to go on line.
8. In religious education, pupils aged 11 exceed the requirements of the locally agreed guidelines whilst pupils aged 7 achieve appropriately and meet expectations. By the age of 7, pupils know some of the stories from the Old and New Testaments of the Bible and understand some of the key features of Hindu faith. By the time pupils are 11, they have a clear understanding that different faiths have similar features. For example, pupils understand that the holy books such as the Bible and the Qur'an give us important rules by which we live. Pupils have a good awareness of Christianity and a satisfactory knowledge of some of the similarities and differences between two of the major world faiths of Hinduism and Islam. Pupils reflect on values and attitudes and the impact these have on oneself and others.
9. By the age of 7, standards in design and technology are above national expectations. Standards are in line with national expectations in geography, history and music. Standards in religious education meet expectations. By the age of 11, standards in art, design and technology and history are above national expectations. In geography and music, pupils reach the nationally expected level. Standards in religious education exceed the expectations of the local guidelines. In physical education, there was insufficient evidence to make a clear judgement of standards in either key stage.

10. In both key stages, pupils with special educational needs, whose attainments are below those expected for their age, make very good progress. This is a result of work that is well matched to the targets in their individual education plans and the additional help they get individually and in small groups from the dedicated and able support staff. Similarly, pupils who speak English as an additional language also make very good progress for the same reasons.

Pupils' attitudes, values and personal development

11. The attitudes and behaviour of pupils are consistently very good and often excellent. The personal development of pupils is excellent, as are the relationships throughout the school community. This very strong aspect of school life has improved since the last inspection and all these factors have a very positive impact on pupils' learning.
12. Parents also have very positive views about behaviour in school and the attitudes that the school promotes. This view was clearly reflected in comments that they made at their meeting and through their responses to the questionnaire.
13. In the classroom the attitudes and behaviour of pupils were good or better in 95 per cent of lessons, very good or better in 53 per cent of lessons and excellent in 12 per cent of lessons. Pupils' attitudes and behaviour were particular good in Years 5 and 6. In the nursery and reception classes, children arrive happily and readily participate in the activities. They quickly learn the routines of the class and develop in confidence. They demonstrate growing levels of independence. All pupils, including those with special educational needs, have developed very good work habits. They settle down to work quickly, concentrate well and work sensibly on their own and in collaboration with others. In almost every lesson observed pupils were very well focused and determined to do their best. They are keen to make progress, eager to please and enjoy succeeding. They are mostly well behaved and respond well to the encouragement they receive, which helps to boost their confidence and enables them to take pride in their achievements. Similar standards of behaviour were observed in the playground, in the dining hall and around school. There was no indication of any unsociable behaviour whatsoever during the inspection. There are no exclusions from school.
14. Pupils have a very good understanding of right and wrong and show respect for their school. There was no evidence of litter, graffiti or vandalism in or around school. Pupils used the litter bins at playtime and in a Year 2 litter survey carried out as part of a geography lesson pupils described the amount of litter outside the school perimeter fence as 'appalling' and 'disgraceful'. These examples indicate the strong environmental awareness of the pupils. All pupils enjoy coming to school and are keen to discuss their views in class. For example, in a Year 5 design and technology lesson on understanding sound, pupils were sharing their views sensibly and listening very well to each other as they considered the design implications of sounds made by different instruments. Additionally, in a Year 4 history lesson on the Tudors, pupils were keenly discussing their detective work as they looked for clues in pictures.
15. Relationships between pupils themselves, and pupils and all adults, are excellent. Pupils collaborate very well in all aspects of school life and enjoy working together. For example, in a Year 2 physical education lesson, pupils were throwing and catching beanbags sensibly. Additionally, all pupils are consistently polite and well mannered towards their teachers and visitors. They were keen to talk to visitors in and around school and they had a very clear idea about the purpose of the inspection. The very high quality of these relationships has a very positive impact on pupils' learning.
16. The opportunities for all pupils to take responsibility in school are excellent and they have a very positive impact on their personal development. The school actively encourages

pupils to take initiative. In particular, those pupils who are elected by their classes to serve on the school council demonstrate a very high level of maturity, confidence and sense of responsibility. Not only are they able to articulate clearly about projects that they are involved in, but also they are aware of how membership of the council has benefited them. For example, 'I have more confidence' and 'I am now far more aware of the need to look after younger children in school'. Additionally, there are many other opportunities such as planning and taking part in assemblies. In Key Stage 2, pupils maintain their own homework diaries and take responsibility for helping younger pupils at dinnertime as well as carrying out class responsibilities. Pupils also make generous donations to a variety of charities such as Comic Relief, Poppy Day and Help the Aged.

17. Attendance rates have improved since the last inspection. They are now good and above the national average. They compare very favourably with similar schools within the local education authority area. This improved rate reflects the hard work that the school has undertaken during the last few years. The level of unauthorised absence is below the national average. The punctuality of the majority of pupils is very good.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. Overall, the teaching is very good. No unsatisfactory teaching was seen and 88 per cent of lessons were good or better, 30 per cent were very good and 7 per cent of lessons were excellent. Much of the teaching in Year 5 cannot be bettered and in Year 6 teaching is also of a very high quality. In the last inspection, teaching was judged to be 'mostly satisfactory and ranged from unsatisfactory'. Compared with the previous inspection report, there has been a good improvement in the quality of teaching. This results from regular and effective monitoring of teaching by the headteacher and curriculum leaders who analyse any perceived areas to develop and take action, for example, in-service training and demonstration lessons to remedy them. Some teachers who were present in the last inspection are no longer at the school.
19. In the Foundation Stage, teachers are well prepared, organised and deploy other staff effectively. They use questioning well to take learning forward and to make children think. Teachers have very good relationships with the children and manage them well. Staff make timely interventions to interact with children and work hard to create and hold children's interest. They use a range of stimulating resources which they know will appeal to and enthuse children. The lighthouse with a revolving light, made by a parent, is particularly noteworthy as are the outside resources which make learning fun and meaningful.
20. In Key Stages 1 and 2, teachers' subject knowledge is good. All teachers have benefited from training in subjects which have included English, mathematics, science, information and communication technology and design and technology. Some very good organisation includes setting and specialist teaching where teachers can make the most of their talents and share expertise. The teaching of literacy and numeracy skills is very good and the setting of pupils into groups by ability is having a positive impact by enabling teachers to plan work more efficiently to meet the needs of similarly talented pupils.
21. A strength in many lessons is the whole class teaching which almost always includes very good exposition and explanations and very good questioning which promotes thinking and requires pupils to expand on their answers. Teachers regularly recap the work from previous lessons to consolidate pupils' understanding and to ensure that new work is built on solid foundations. Pupils are fluent, confident and enthusiastic in their responses. One of the main reasons for this is that teachers have sensitive and caring relationships with their pupils and work hard to raise pupils' self-esteem and pride in their

achievements. Teachers have high expectations of their pupils and use praise and encouragement regularly to enthuse and motivate them. All teachers manage and control pupils well.

22. In literacy lessons, teachers use challenging, well-chosen whole class texts to interest and involve pupils. In well structured numeracy lessons the teachers ensure that pupils are clearly focused and interactive as they concentrate on finding methods and strategies to solve problems. In mental mathematics sessions pupils show high levels of interest and are keen to achieve at speed. Teachers use the final sessions of the lessons very effectively to reinforce the learning objectives and evaluate pupils' progress. A good feature of teachers' planning is the use of links between subjects. Pupils are given opportunities to apply their knowledge, skills and understanding and to realise that learning in one subject is not an isolated experience. Literacy skills are promoted very well in Key Stage 2 through subjects such as history and religious education. Teachers sometimes miss opportunities to encourage pupils to use information and communication technology for research and to enhance the work in other subjects. For example, although there is some evidence that pupils use computers, more research using the CD ROM and the Internet to find information in their history and geography work would enhance pupils' work. Pupils know how to use spreadsheets and how to draw graphs and charts, but there are times in mathematics and science when these skills are overlooked.
23. Teachers set challenging targets for pupils and ensure that pupils are aware of them. Learning objectives are clear and described in the high quality short-term planning. In most lessons, teachers share the objectives with the class at the beginning of the lesson so that pupils are focused. They work conscientiously to provide interesting starting points, for example visits and visitors to motivate and engage pupils in their learning. Resources are used imaginatively. For example, in a Year 3 lesson, the teacher used a range of 'Ancient Egyptian' artefacts very well and reminded pupils of the superstitious nature of that culture to motivate them in their observations and recording.
24. Teachers successfully balance whole class teaching with opportunities for enquiry and for pupils to work independently and co-operatively. The different strategies for the organisation of groups and classes provide opportunities for pupils to demonstrate their progress and to refine and enhance their work. Pupils are given opportunities to solve problems, handle materials and use and enhance their skills and knowledge. In a superb science lesson in Year 5, the teacher successfully provided a challenging science investigation about how the thickness, length and tightness of an elastic band affect the pitch of the sound produced. The impressive aspects of teaching included the way that pupils were not 'spoon fed' but encouraged to use their initiative and collaborate.
25. Classrooms are well organised and very high quality displays in all classes and around school reflect the diverse and rich curriculum. Teachers work hard to create an environment which excites, informs, educates and motivates. There are items for pupils to look at, answer questions about and things to touch, examine and observe.
26. Very high quality marking was seen when observing pupils' work. The comments made by the teacher clearly picked out positive features of the pupils' work and praised them and also provided helpful suggestions of how to improve it
27. The teaching of pupils with special educational needs is good and sometimes very good. This is because their individual education plans are targeted carefully to meet their precise needs. Teachers consistently apply the necessary rigour in monitoring the progress pupils are making towards achieving their targets. Records are conscientiously maintained and regularly updated to enable teachers to carefully track progress. Well-

trained assistants provide good support. All adults in school are dedicated, enthusiastic and highly committed to the school, its work and its pupils. They all work well together, sharing values and a common sense of purpose and thus making significant contributions to the achievements of pupils. Pupils who speak English as an additional language are supported well by teachers who ensure that work is accurately matched to their needs and provide non-teaching support when necessary.

28. Homework is always appropriate and supports pupils' learning. Eighty three per cent of the parents who responded to the parents' questionnaire are satisfied with the homework given to pupils.

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

29. The school provides a very good curriculum for its pupils. All subjects required by the National Curriculum are securely represented. There is now significant emphasis on the development of knowledge, skills and understanding in all subjects so that work carefully builds on previous learning. This represents a good improvement since the last inspection when there were few opportunities to develop skills in some subjects.
30. The quality and range of learning opportunities for pupils at the Foundation Stage of learning, in nursery and reception are good and take account of the early learning goals. Pupils take part in a wide range of planned and carefully structured activities and experiences, which give them a good start to their education. Provision in the nursery is better than at the time of the last inspection. The nursery now makes good provision for the children's all round development and education. This is maintained in the reception class. The teachers plan work thoroughly according to the latest government guidelines for learning.
31. The curriculum in Key Stages 1 and 2 is very well organised to meet the needs of pupils with special educational needs, enabling them to make very good gains in learning. Work is usually matched to their particular needs and where additional support is available it is carefully targeted to help ensure that pupils make the best possible progress.
32. The curriculum enables pupils of all abilities to make good, and often very good, progress. In English and mathematics, pupils are usually grouped by ability to enable teachers to match work more precisely to their particular needs and staff expertise is used very well to benefit pupils. These strategies are helping to raise standards.
33. The curriculum places very good emphasis on the development of literacy and numeracy skills. The National Literacy and Numeracy Strategies have been successfully introduced, with teachers implementing them consistently and effectively. The skills of literacy and numeracy are given good emphasis in other subjects of the curriculum.
34. The many clubs and activities appeal to the interests of many pupils and are well supported. These include drama, science, football, guitar and French. They make a good contribution to pupils' learning, help to extend the curriculum and improve pupils' already positive views about their school. A very good range of educational visits, involving pupils in every year, and a variety of visitors help to enrich the curriculum further. For example, pupils in Years 4, 5 and 6 are all involved in residential visits to Ilkley, Haworth and Castleton. Teachers place good emphasis on enabling pupils to handle and learn from materials and resources at first hand. Subjects are linked naturally in topic work. For example, residential visits for older pupils provide opportunities for them to develop their writing skills, improve mathematical skills, explore the history of settlements, develop mapping skills in geography and improve their drawing techniques

in art. Displays of high quality, such as in art, help to enhance the curriculum and celebrate pupils' efforts. These varied strategies help to make the curriculum lively and sometimes exciting, which serves to increase levels of interest and involvement among pupils

35. However, minor weaknesses still exist. Some lessons in the afternoons are too long leading to a lack of focus and pace, which causes pupils' progress to slow. Some lessons lose momentum when the second part of the lesson follows the afternoon break. Information and communication technology requires further development across other subjects of the curriculum and this is recognised by the school. Some worksheets, used regularly in some subjects, do not always inspire the pupils to produce their best work.
36. Teachers make every effort in all lessons and activities that support the curriculum to ensure that the contributions of all pupils are celebrated and valued. Pupils with special educational needs take a full part in the life of the school. All pupils learn to respect one another and to support each other's learning. The inclusion of all pupils, whatever their ability, ethnicity or background, is given a suitably high profile to ensure that they are given every chance of reaching their potential.
37. Pupils with special educational needs have full access to the school's broad curriculum. They are given support, both through withdrawal from class and through in-class support. This meets their precise needs and helps them to make the best possible progress.
38. Sex education is taught in line with agreed policy. The personal, social and health education programme includes suitable work on the importance of a healthy diet and exercise for maintaining a healthy lifestyle and on the use and misuse of drugs. There are many opportunities for pupils to work together, support each other and to develop independence and responsibility. Provision for personal, social and health education is, therefore, very good.
39. The school makes very good use of the local community to enrich the learning of its pupils. There has been an improvement in this aspect of school life since the last inspection. A number of small businesses provide generous support for school events and donate prizes for raffles. Additionally, a number of large stores allow the school to market itself through use of notice boards. The school plays a very active part in the community life of Kirkstall and this involvement culminates in the annual festival, which is held in the grounds of the Abbey. Other visits are made to art galleries and museums. A number of visitors are welcomed in school each term and they include Leeds Rhinos Rugby Football Club, fire and police service representatives, drama groups and story tellers. Pupils both enjoy and benefit from all these community links.
40. There are firmly established links with the school to which most pupils move at 11 years. Teachers of pupils in Year 6 communicate regularly with staff at the local high schools and this helps to maintain good continuity in pupils' learning.
41. Provision for the spiritual, moral, social and cultural development of pupils is very good and has improved since the last inspection. Teachers successfully create an environment where pupils' contributions are valued. Within the high quality daily acts of collective worship, pupils are given opportunities to listen quietly to music at the start and have moments for prayer, stillness and reflection. In religious education, pupils learn about a greater being and some write prayers which they read aloud in assembly. In studies of the world's major religions, pupils learn about prayer and its importance and empathise with followers of a religion different to their own. For example, pupils have visited a Hindu Temple and wrote expressively about the Hindu God, Ganesh (who has a head of an elephant) and empathised about how it must feel to worship as a Hindu.

Pupils in many classes experience awe and wonder. A particularly good example was heard in the Year 3 class when a pupil described the feeling as he held an Egyptian artefact at a museum which was thousands of years old. Other pupils describe how they feel when looking at a portrait of Charlotte Bronte. Such opportunities contribute well to the very good provision for spiritual development.

42. Pupils' moral development is very good. The school teaches them to know right from wrong and to behave well. Staff consistently promote its moral code and the pupils recognise and respect it. The school lays an emphasis on developing self-discipline. Pupils in all classes are clear about the school's code of conduct for behaviour since they were involved in writing it. Pupils write about their feelings of belonging to Beecroft School and freely express values such as respect, care and share to describe everyday life in their school. Staff and pupils are aware of the importance of kindness and good behaviour, with pupils being praised regularly for good behaviour and effort. Pupils are encouraged to develop an understanding of their moral responsibilities and the consequences of the actions that they take.
43. Provision for pupils' social development is excellent. All pupils have appropriate opportunities to exercise responsibility and are very aware of their own targets for improvement. In addition, they are encouraged to think about others. For example, they assist with lunchtime arrangements and carry out a variety of tasks. In the school council, pupils and teachers work together to make the school an even better place. These sessions help to promote respect, trust, confidentiality, being positive and taking people seriously. The pupils display very mature listening skills and respect for each other's views. Staff act as positive role models for pupils through their very good example and pupils are expected to be polite and courteous. Participation in a wide range of extra-curricular activities and residential visits plays a positive role in developing pupils' social skills. Through these activities pupils are given opportunities to work as a team and to mix with other children and adults from within the school. Parents and pupils alike express their appreciation for these activities. The school actively encourages pupils to support and take care of others both personally and through supporting charities.
44. Provision for pupils' cultural development is excellent, with many opportunities for pupils to explore their own cultural heritage through the study of their local area and their participation in the Kirkstall Festival. At this event pupils dance, sing and perform their drama in the surroundings of Kirkstall Abbey. Pupils' awareness of their own cultural traditions is very good and they have a good appreciation of the diversity and richness of other cultures. In religious education lessons, pupils demonstrate a secure awareness of other faiths and cultures and in assemblies they learn about customs, festivals and celebrations of other faiths. Pupils' awareness of ancient cultures is developed through the school's history work on Ancient Egypt, the Vikings and Ancient Greece. Cultural experiences include pupils listening to and sometimes performing a range of music from different times and cultures in assemblies and in lessons. Drama has a high profile in the school and the drama club productions have been acclaimed highly by pupils and parents. In art, pupils observe and paint in the style of famous artists such as Modigliani, Georgia O'Keefe and Monet. There are also opportunities for pupils to experience the artwork of other cultures. Visits and visitors play a substantial part in promoting pupils' cultural development. Literature has a very important role in school. Classic stories such as Mark Twain's 'Tom Sawyer' and stories from other cultures such as 'Secrets', a selection of Indian stories by Anita Desai, enhance their wider cultural knowledge. Pupils have had the considerable honour of having some of their art work displayed in the Royal Albert Hall. A group of art club pupils used Byzantine images to portray the love and humanity of Mary and Jesus in which they reflected the simplicity and compassion of these figures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school continues to take very good care of its pupils and it has maintained the high standards that were evident at the last inspection. This level of care is enhanced by the very good knowledge that staff have of their pupils and the very high quality of relationships which exist throughout the school. Parents who said that the school was warm and caring and looked after their children very well shared this view.
46. A number of comprehensive and effective procedures are in place for both child protection and health and safety, which result in a safe and secure environment for children to learn. Appropriate arrangements also exist for first aid and the recording of accidents in school. Good records are held for the emergency contact of parents and carers, should it be necessary to make contact with them. The supervision of pupils at dinnertime and in the playground is very effective and midday assistants are seen as an integral part of the school family. The governing body undertakes regular risk assessments around the school environment and it now appreciates the need to augment these with regular, more formal health and safety inspections.
47. Pupils with special educational needs are very well cared for. Their work is frequently monitored to ensure that they are making progress towards the targets set for them. They receive regular reviews of their progress to help ensure that they are receiving work which is suited to their needs. Outside agencies are involved as required to help meet their precise needs. Pupils with a statement of special educational needs receive high quality support from teaching and non-teaching staff.
48. The procedures for promoting and monitoring behaviour are very good. The school has high expectations for the behaviour of its pupils, which is based on mutual respect, care and consideration for all members of the school community. This has a very positive impact in that pupils have a very good idea of right and wrong. The procedures to monitor and promote attendance are also very good and they have had a positive impact to improve rates.
49. The procedures for monitoring and supporting pupils' personal development are excellent. The school knows its pupils very well and is able to provide this support for activities both in and out of school. For example, the school has helped pupils find choirs to sing with in the local community.
50. The school's arrangements for monitoring pupils' academic progress are very good. Pupils are rigorously and regularly assessed as they move through the school to help them to make the best possible progress. Recent professional training for all staff and the focus on assessment in regular observations of teaching provide further evidence that assessment is high profile in the work of the school.
51. Assessments undertaken when pupils start school are used to establish priorities for development. They are used to group pupils according to ability so that work can be matched more precisely to their needs. A variety of tests and assessments are carried out as pupils move through the school. These enable teachers to find out what pupils know and understand. They also provide teachers with information, which enables them to set targets for all pupils in reading, writing and mathematics for one year. School portfolios of pupils' work, which are regularly updated, are used in most subjects to help teachers to level work to National Curriculum requirements. Marking is mostly used very well to celebrate pupils' efforts and indicate what they need to do next to improve.
52. Pupils are increasingly involved in assessing their own work. Teachers encourage pupils to meet the specific targets set for them in reading, writing and mathematics. Pupils are

also involved in setting and recording their own targets. This helps to give pupils pride, as they improve motivation and understanding of how they can improve further.

53. Assessment data, such as from national tests, is studied thoroughly, targets are set and progress towards meeting them is rigorously monitored. Recording systems are varied and thorough and are embedded in the school's work. For example, teachers record developments in literacy and numeracy and maintain tracking sheets to help them assess pupils' progress. These approaches, which are consistently followed, are helping to improve pupils' performance across the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. The school promotes itself very well to parents. Comments made at the parents' meeting and responses to the questionnaire were very positive and parents clearly hold the school in very high esteem. This aspect of school life has improved since the last inspection.
55. A number of parents help in class on a regular basis and more assist on visits into the community or on the residential visits. Some provide specialist help. For example, a mother runs the school bank and is in school every week to receive money. Others provide help with information and communication technology. Many others hear readers in class and on a regular basis at home. All this help makes a very good impact on their children's learning. Although there is no formal fundraising organisation, parents are generous with their support of such events as the school fair and during the last 18 months approximately £5,000 has been raised for school funds. Attendance at the weekly family assemblies is also very good and frequently up to 50 parents and other family members are present.
56. The information produced by the school for its parents is very good. The regular newsletters are informative and additionally parents are told what topics their children will be studying each term in curriculum letters. The quality of annual reports on progress is also very good and they make developmental comments and set targets.
57. Parents of pupils with special educational needs are informed and involved at an early stage in the process. Communication with them is very good throughout the time that pupils are on the special educational needs register. Links between home and school are regular and productive and this helps to ensure that pupils receive good support.
58. The support provided by parents and carers to home reading and homework is very good and it makes a significant contribution to their children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The leadership and management of the school were judged to be excellent at the time of the previous inspection. This standard has been maintained. One of the main reasons for the success of the school is the outstanding leadership provided by the headteacher. The school is strongly led by a dynamic, highly organised and dedicated headteacher who has a very clear view of the school and an inspired vision for the future. She manages her heavy teaching load and responsibilities for the co-ordination of English most effectively and provides a very good role model in her teaching for staff. A strong and effective team of staff with management responsibilities ably supports the headteacher. There is a strongly shared commitment throughout school to providing a caring place for pupils to become active learners. The development of teachers' expertise and ability to take responsibility is an important aspect of this learning together. As a result, children learn well through the broad range of interesting activities with which they are provided.

60. The school management team, together with the headteacher, effectively manage the school and consider areas for longer-term development. Staff have a very good understanding of their role and how to develop their responsibilities. Subject leaders, within their subject, monitor effectively teachers' planning, observe other teachers' lessons and scrutinise samples of pupils' work. When necessary they give model lessons or work alongside teachers to give support and help. These actions together with the detailed target setting for staff, classes and pupils and the monitoring undertaken by the headteacher and subject leaders provide staff with an in-depth knowledge of the quality of teaching and the standards achieved by pupils. It enables the school constantly to build on its strengths and address any weaknesses.
61. A very good school improvement plan very clearly establishes the priorities for development. These are firmly based on fulfilling the school's aims, raising standards through improving teaching and developing the management skills of staff. Priorities are set out well so that it is clear who is responsible for relevant actions and how the success of each target will be judged. Strategies for improving the quality of education offered to pupils are clearly identified in the school's plans for improvement. The planning is very good and identifies relevant priorities and makes the raising of standards and teaching central to its work.
62. The aims of the school are relevant and have been discussed and agreed by governors and staff. Self evaluation is firmly established and part of the school's practice. This gives momentum in bringing in the desired changes such as the development of mathematics when results dipped. The headteacher, governors and staff are eager to improve further; the drive to move the school forward is very evident.
63. The governing body meets its major statutory duties well through a very effective committee structure and the appointment of individuals to oversee key aspects of the school such as numeracy and special educational needs. Governors have a very good grasp of the strengths of the school and know which areas need improvement. Governors are very well informed by staff about the life of the school and the standards and quality of education pupils receive. They are appropriately critical and committed to the school and the welfare of all within it. They share the values of the headteacher and staff, and work individually and collectively to the benefit of the school. They play a full part in working with the school to bring about improvements. Governors visit school regularly and have first hand experience of how the school runs. However, although the school identifies its gifted and talented pupils and successfully caters for their needs, there is no formal policy.
64. Issues relating to special educational needs are managed very well. The headteacher is the special educational needs co-ordinator and oversees this important area with great enthusiasm and commitment. Support staff provide very good support of pupils with special educational needs. They have clear roles and responsibilities, work well together, have regular opportunities to improve their skills and are greatly valued. They are well informed about the nature and range of disability, which helps pupils make the best possible gains in learning.
65. The school benefits well from a range of experienced and more recently qualified staff. This enables the curriculum to be taught effectively. The teaching support staff are also well matched to the needs of their classes.
66. There are excellent procedures in place for staff development and the induction of new teachers. The school has introduced its performance management policy very effectively. All members of the staff, whether they are teaching or non-teaching, are seen as members of the school team and are given opportunities to make use of their skills. For

example, the school administrator is also the site manager and is a valuable member of the school management team. Additionally, other non-teaching staff such as the learning mentor makes a good contribution to the monitoring and follow up of attendance. A newly qualified teacher says that the support that she is being given by her teaching mentor and the rest of the team is 'absolutely fantastic'. The school has excellent potential to be an effective provider for initial teacher training.

67. The adequacy of accommodation is good overall and has been extended considerably since the last inspection to provide additional interior and playground space in the nursery. Additionally, the very recent completion of a suite for information and communication technology will provide a first class learning area for pupils. The school provides a very warm and welcoming atmosphere for pupils, staff and visitors and it is very well cared for and maintained by the site manager and her team. Resources in school are good overall and very good in English.
68. The headteacher applies a very businesslike approach to all financial management aspects of the school. There is an excellent understanding of the best value principles and they are applied vigorously in performance self-evaluation and when making any major decisions. The thoroughness of the financial planning provides excellent support for the priorities that are identified in the school development plan. All specific grants are used effectively for the benefit of the school. Although the school has a slightly higher carry over figure than normal, the governing body fully understands that this surplus is required to complete the payments for the new information and communications technology suite.
69. The day-to-day administration of school is excellent and very good use is made of new technology in the office.
70. Taking into account the standards achieved and the very good progress in both addressing the key issues raised at the time of the previous inspection and improving the quality of learning and teaching, the school provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. There are no key issues, but the school should:

- ensure teachers plan to use information and communication technology in all subjects to ensure that pupils build steadily upon their skills and understanding and use them more;
- increase the amount of time pupils spend working at computers;

(paragraphs 7, 22, 35, 85, 93, 101, 106, 110, 116, 121, 123, 125, 125-128, 132, 144)

- review the timetabling of lessons, particularly in the afternoon sessions, so that time is used more efficiently.

(paragraph 35)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

43

Number of discussions with staff, governors, other adults and pupils

37

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
7	30	51	12	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	172
Number of full-time pupils known to be eligible for free school meals (compulsory school age)	NA	30

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	4	41

English as an additional language

	No of pupils
Number of pupils with English as an additional language	19

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	14	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	13	12	12
	Total	21	20	20
Percentage of pupils at NC level 2 or above	School	81 (88)	77 (88)	77 (88)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	9
	Girls	13	14	13
	Total	21	22	22
Percentage of pupils at NC level 2 or above	School	81 (88)	85 (88)	88 (92)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	10	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	18	17	20
Percentage of pupils at NC level 4 or above	School	82 (88)	77 (81)	91 (100)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	20	18	19
Percentage of pupils at NC level 4 or above	School	87 (85)	78 (78)	83 (96)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year. As the school has fewer than 11 boys or girls in the year group, the table omits totals for boys and girls.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	2
Indian	14
Pakistani	1
Bangladeshi	0
Chinese	1
White	126
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	22.6
Average class size	24.6

Education support staff YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	150

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23

Total number of education support staff	1
Total aggregate hours worked per week	26

Number of pupils per FTE adult	11.5
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FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	1999-2000
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	£
Total income	429,066
Total expenditure	424,987
Expenditure per pupil	2,104
Balance brought forward from previous year	50,120
Balance carried forward to next year	54,199

Results of the survey of parents and carers

Questionnaire return rate 63.5%

Number of questionnaires sent out	203
Number of questionnaires returned	129

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	29	2	2	1
My child is making good progress in school.	62	36	1	0	1
Behaviour in the school is good.	65	33	2	0	0
My child gets the right amount of work to do at home.	38	41	8	1	12
The teaching is good.	71	28	0	0	1
I am kept well informed about how my child is getting on.	51	33	11	4	1
I would feel comfortable about approaching the school with questions or a problem.	60	33	5	1	1
The school expects my child to work hard and achieve his or her best.	78	20	0	0	2
The school works closely with parents.	49	40	6	3	2
The school is well led and managed.	70	28	0	0	2
The school is helping my child become mature and responsible.	69	29	1	0	1
The school provides an interesting range of activities outside lessons.	52	31	5	1	11

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

71. The school admits children to the nursery after their third birthday and they transfer to the reception classes at the beginning of the year after their fourth birthday. Currently, there are 52 children who attend part-time in the nursery and 26 in the reception class.

Personal, social and emotional development

72. Children make good progress in developing their personal and social skills because teachers have high expectations of children. Children soon grasp the routines of school life, rapidly developing positive attitudes to learning. In both classes they are enthusiastic and learn to concentrate for increasing lengths of time. For example, two boys in nursery concentrated on making models out of card for 25 minutes. Most children quickly learn to share equipment and take turns when playing with the railway layout or sand and are considerate towards each other. Staff are alert to any possible disagreements between children and teach children how to behave. Children show high levels of independence when choosing activities, when tidying equipment away and when putting on aprons. Staff make every effort to promote children's self esteem and confidence by regularly rewarding children with praise. Teachers create a sense of occasion and make children feel special when they have done well or it is their birthday. Children are very responsive because they like their teachers; and they behave very well and try very hard to please. The mostly very good teaching in this area of learning ensures children exceed the expected goals for their age at the end of the reception year.

Communication, language and literacy

73. The provision for the development of children's language and literacy skills is good overall. Teachers place a strong emphasis on this area of learning. For example, in many play activities there are opportunities provided for children to develop their use of language, particularly in role-play in the 'tourist office', 'café', 'station', 'home corner' and the 'builder's yard'. However, although the 'writing' table and reading area have stimulating resources for children to use the areas are too small. In the nursery, children are given lots of opportunities to try to write and staff work hard to help children appreciate that print has meaning through talking to them and through stories. Children listen attentively to their teachers and enjoy talking about stories in the nursery. In the nursery, higher attaining children write from memory words such as 'love', 'from' and 'the'. Many children in reception write short phrases or simple sentences while higher attaining children write at greater length and use some full stops and capital letters. Nearly all the children know the sounds and names of the alphabet. Nursery children treat books carefully and know that print goes from left to right while children in reception read simple books well. Teachers in both classes are skilled in their questioning of children to take their learning forward. In the very good lesson in the reception class the teacher used touches of humour and deliberate mistakes in her reading of 'Mr Bumbersticker's Bumper Sticker' entertainingly to ensure children were alert and carefully focused on individual words. Higher attaining children were encouraged in this lesson to make inferences from the text and all the children joined in the reading of repetitive parts with enthusiasm and expression. Children with special educational needs make good progress as they are well supported by adults. Most children will achieve the targets for their age by the end of the reception year. Children in reception read simple books fluently.

Mathematical development

74. The teaching of mathematical development is good. In the nursery, children learn about prepositions such as 'between', 'under' and 'through' which they use well in their play. They enjoy counting out how many children are present that day and staff take every opportunity to promote mathematical learning through talk, games and the stimulating activities provided. Many children in reception count beyond 20 competently and enjoy joining in all together counting in tens to 100. Higher attaining children count in twos to 20. Most children, sometimes with adult support, can sort objects such as toy frogs into two sets to make 10 and use the correct numbers to add one number to another. Teachers build effectively on children's prior knowledge in the whole-class sessions and target questions to individual children to assess what they have learnt. In the nursery, children begin to recognise numbers, know terms like 'full' and 'empty' and name shapes such as squares, circles and triangles. This work is built upon in the reception class. For example, many children know the names of three-dimensional shapes such as cylinders, cubes and cuboids because the teacher has named each group using one of these. Good support by classroom assistants, particularly in their questioning helps children with special educational needs to succeed. Most children are likely to attain the expected standards by the end of the year.

Knowledge and understanding of the world

75. The teaching of this area of learning is good. The nursery and reception staff give children many varied opportunities to explore the natural and man-made world. For example, children in the nursery watch how tadpoles turn into frogs, observe what happens to ice coloured by blue food colouring and explore how to light up the inside of a dark box experimenting with creating a circuit. Children in reception investigate a range of toys to discover which need to be pulled or pushed to work effectively. They discover that some toys did both. Teachers make good links with literacy in other areas of learning. For example, teachers use the story of Rosie's Walk to encourage children to map the route that Rosie took. Teachers provide daily opportunities for children to learn about the weather and they teach children to appreciate the passing of time through stories and by building on pupils' own experiences. Children construct models using construction kits to a good standard and animals using just tape, paper and black pen show great originality and imagination. Staff give ample opportunities for children to explore materials and teach the necessary skills to take learning forward. Children are encouraged to use simple programs on the computer and they are developing their skills appropriately to click on icons and print out their work. Children will achieve the targets set for them in all the aspects of this area of learning by the end of the year.

Physical development

76. The teaching in the nursery is good. Children have plenty of access to a range of large and small apparatus that promote children's physical development. They climb, run, jump and ride wheeled toys with confidence and skill. Children in the reception class have three sessions a week using part of the nursery area and maintain their skills in riding wheeled toys and have an appropriate spatial awareness. Additionally, they have physical education lessons in the hall, but these were not observed. Children in both classes are taught well how to handle paintbrushes, scissors and other small implements with confidence. Most children are likely to achieve the expected standards at the end of the reception year.

Creative development

77. Although occasionally adults over-direct work the provision is good overall. It is better in nursery than reception because of the stimulating resources staff provide. For example, after looking at the patterns in blue ice two children made original and highly imaginative collages as a direct response to their experience. Nursery children learn to mix their colours and choose their own materials when making collages. This work is built upon in reception and children produce attractive pictures of flowers based on the work of Van Gogh. Children enjoy singing and sing in tune simple songs and rhymes they know well. Teachers provide good opportunities for children to explore the sounds percussion instruments make. They also help children appreciate how to create their own interpretations, such as the different sounds water makes, using a variety of resources. The good opportunities and equipment for imaginative play, especially in the nursery class, significantly help to develop children's imagination and creativity. Children in reception will attain the expected standards at the end of the reception year.

ENGLISH

78. Standards of attainment in the National Curriculum tests of 2000 were below the national average by the age of 7 in reading and close to it in writing. Compared with schools with a similar intake, standards in reading are average and well above in writing. The percentage of pupils reaching the higher Level 3 was average in reading and above in writing. Standards over the past five years have risen but dipped in 2000 because of the higher proportion of lower attaining pupils and the number of pupils who had special educational needs in the year group. By the age of 11, attainment in English was above the expected standards in the 2000 national tests. They were well above expected standards when compared with similar schools. Over the past five years the school's standards in English have risen steadily with more rapid progress being made in writing. The significant improvements since the last inspection in all aspects of English, but especially writing in Key Stage 2, are directly attributable to the headteacher who is the driving force in striving for perfection. Pupils are grouped by ability for a significant proportion of time in Key Stage 2 and this has had a positive effect on standards. Prior to the introduction of the National Literacy Strategy the school taught writing skills through texts and has successfully adapted the strategy to fit in with its previously successful curriculum. Pupils make good progress in Key Stage 1 and very good progress in Key Stage 2.
79. Standards seen during the inspection at the end of Key Stage 1 show average attainment in both reading and writing. Attainment for pupils at the age of 11 is above average in both reading and writing this year.
80. In both key stages, pupils with special educational needs, whose attainments in reading and writing are below those expected for their age, make very good progress. This is a result of work that is well matched to the targets in their individual education plans and the additional help they get individually and in small groups. Similarly, pupils who speak English as an additional language also make very good progress for the same reasons.
81. By the age of 7 pupils' standards in speaking and listening are average. This represents considerable progress since their entry into the nursery. Pupils listen well to their teacher and their friends during class discussions. They take turns to speak and appreciate the points made by their peers. Pupils are given time to express their thoughts, which helps to encourage their confidence in speaking. By the time they are 11 pupils have skills above those expected for pupils of this age. This is because the teachers provide many opportunities in all lessons for pupils to discuss their work with each other, to answer questions and give explanations at length. For example, pupils in a design and

technology lesson negotiated with each other in groups how to plan their multi-media presentation and several pupils spoke at length. They put forward coherent and cogent explanations as to how their work was to be developed.

82. Reading standards at the age of 7 are average. Pupils of average ability are working at levels higher than those expected for their age. Higher attaining pupils read confidently with good expression, appropriate pace and good anticipation of the text. All pupils have good strategies to help them to read unfamiliar words such as sounding them out or breaking words down into syllables. If those strategies do not work they use the context of the sentence or story to help them. However, there are a significant number of pupils with special educational needs whose reading is below expectations for the age group. Teachers present a wide range of suitable and motivating texts in the literacy hour. This helps pupils to learn how authors create atmosphere, develop a plot and create interest through the use of different vocabulary. Pupils are taught how sentences are written as well as the spelling and meanings of words through studying texts. Pupils enjoy reading and they are familiar with the conventions of books such as title page, author, illustrator, contents page and index. Below average readers have the essential skills and extra adult help with reading is resulting in good rates of improvement.
83. Pupils' interest in reading is stimulated by the carefully chosen and demanding texts they are given in Key Stage 2. Standards in reading by 11 year olds are above average and pupils are often inspired by the books they read. For example, Year 6 pupils greatly enjoy reading the original version of Macbeth and are helped to infer meaning from the text by the pertinent questions asked by the teacher. Pupils gain a deeper understanding of the play by taking on the role of characters such as Lady Macbeth where other pupils ask searching questions of the character's behaviour. Pupils' level of understanding of what they read is very good because teachers constantly refer to the deeper meaning behind the words. Group reading sessions are successful in raising standards because teachers help to increase pupils' reading vocabulary, fluency and expression. Pupils talk at length about their favourite authors such as Roald Dahl, Robert Swindells and Jacqueline Wilson. They give considered opinions about the popularity of 'Harry Potter' books and higher attaining pupils explain why they like 'Jane Eyre'. Gifted pupils read avidly and welcome the chance to study difficult texts. Most pupils can talk about how authors create suspense, emotion and develop characters and plots. Pupils are quick to find out meanings of words from dictionaries and can scan text to find information from books. The library is well used by all classes.
84. Standards in writing are average by the age of 7 years. Pupils have many opportunities to write and it is the school's policy for pupils to redraft much of their writing. This work is of a good standard for pupils of all abilities. The writing is lively, very well presented, well punctuated using paragraphs and with accurate spelling. Pupils try hard to find descriptive words to make their work livelier. In their descriptive writing based on a story some higher attaining pupils start their writing using similes, for example 'Snacula has fangs as sharp as knives' and they make good use of different connectives such as 'because', 'next' and 'but', to make their sentences more interesting. Many pupils understand how writing is changed according to the tense and higher attaining pupils know how to change the past into the present. Many pupils have a good vocabulary and higher attaining pupils spell words like 'melancholy', 'entices' and 'venomous' correctly. Lower attaining pupils do not achieve as well and their initial writing before redrafting is below the expected standard.
85. By the age of 11, standards in writing are above average. This represents very good progress from when pupils first started school with below average attainment. This level of progress results from the very good teaching, the links made by staff to reading and the strong emphasis placed on writing by the school. Displayed and redrafted work is of the highest standard and often is based on a challenging task where pupils really have to

think. For example, they use the same plot used in Mark Twain's 'Tom Sawyer' to apply to their own stories and they write about their feelings towards 'Rajah' in a story by Robert Swindells. Work in every Key Stage 2 class is at least of a good standard. Pupils are very aware of writing for an audience and a purpose and their persuasive arguments are most convincing. By Year 6, pupils are using metaphors in their writing while younger pupils start their stories imaginatively, such as 'It was a blazing hot day when the sun shone like a million light bulbs'. All redrafted work is very well presented, well punctuated and structured. Spelling is accurate and ideas are developed thoroughly. The quality of the redrafting shows pupils take a great deal of pride in their work. Some of the work is word-processed, but more use could be made of the computer for desktop publishing. Most pupils always produce good quality work whether it will be redrafted or not. Work for redrafting is worked upon by pupils and marked by staff before pupils change and edit their writing. These practices help pupils to appreciate what needs to be changed and encourages them to improve their work.

86. Teaching is good in Key Stage 1. Teachers stimulate interest and enthusiasm in pupils by providing lively questioning sessions, interesting tasks and resources. The pupils' good behaviour and obvious interest in their English lessons show how effective teachers are in making pupils want to learn. Teachers choose books, which capture the interests of the pupils and instil an excitement about books and reading which is infectious. They encourage pupils to express and develop their ideas. Teachers set time targets for work to be completed by. This ensures that pupils become more focused on the task. While pupils are working the teacher monitors their progress and makes whispered comments to remind them of punctuation and spelling. These timely reminders help pupils remember to apply writing conventions. Occasionally the work that is not to be redrafted is not as good as it could be, particularly in presentation and in length.
87. The quality of teaching in Key Stage 2 is very good overall. It is never less than good and in most lessons is very good or excellent. The headteacher provides a very good role model for staff in her teaching. Setting of pupils is very successful as pupils work in smaller groups where the teaching is precisely focused towards their needs. The tasks pupils are given to do are always intellectually demanding and pupils respond to the best of their ability. The school's policy of teaching writing through the reading of high quality texts is very successful. It enables teachers to present complex ideas through texts. It allows for the analysing of how authors portray different situations, events and characters, which helps pupils develop their own ideas and styles of writing. Staff provide many opportunities for pupils to read and write in many genres to widen their experience. The pace of lessons is fast. Very good discipline is based on the teachers' good knowledge of the pupils and the lively interest generated in the lesson. The pupils' very good and sometimes excellent behaviour and positive attitudes to learning are significant contributory factors to the good standards they achieve.
88. Teachers assess pupils throughout lessons. Marking of books is very constructive, and helpful. The quality of the regular written assessments teachers make on reading and writing is high. Pupils comment about how far they have achieved their targets and parents are informed of their child's progress and the next steps to be learnt.
89. The leadership and management of the subject are excellent. The headteacher is responsible for the subjects' management and she is totally committed to bring about the highest possible standards. She ensures that staff receive a good level of training, lessons are observed and planning and assessments checked. The systems in place for monitoring the subject are excellent and are significantly responsible for the good standards achieved by pupils who started school as below average.

MATHEMATICS

90. Inspection evidence indicates that standards in mathematics are in line with the national expectations by the end of Year 2 and are above national levels by the end of Year 6. There is evidence from the inspection of higher attaining pupils performing above national levels at the end of both key stages. This mirrors the results of the most recent national tests. Results at the end of Year 2 show a substantial improvement on the past two years. Test results also show that the school is performing well in comparison to similar schools. While standards at the end of Year 2 are similar to those at the time of the last inspection, standards are better at the end of Year 6.
91. Most pupils make good gains in learning as they move through the school in most areas of the subject. Pupils who speak English as an additional language and those who have special educational needs achieve as well as their peers. This is because:
- most work is carefully matched to pupils' different needs, because from Year 1 pupils are grouped by ability to assist learning;
 - planning is thorough and followed to ensure that work carefully builds on previous learning;
 - the significant emphasis on the development of numeracy skills is helping to improve pupils' mathematical understanding;
 - most teachers provide increasing opportunity for pupils to explain their mathematical thinking to help develop their reasoning and build confidence;
 - regular and rigorous monitoring of teaching and learning and the detailed analysis of the school's results in the national tests is helping to identify and overcome weaknesses;
 - the general adherence to the requirements of the National Numeracy Strategy is helping to raise standards;
 - pupils are increasingly involved in their own learning through their involvement in assessing their own work. This helps to ensure that they are usually interested in their work and behave well.
92. Pupils achieve well in their development of understanding of number. Year 1 pupils use one method for adding 9, by adding 10 and subtracting 1, know 'more' and 'less', and recognise odd and even numbers. By the end of Year 2, pupils solve number problems using mental calculation and sequence numbers to 100 in different ways, showing understanding of the place value of digits. More able pupils begin to understand place value of numbers to 1,000, which is beyond national requirements for pupils of this age. Pupils continue to make good progress in their development of number as they move through the school. By the end of Year 6, pupils solve number problems using a variety of mental computations, show recognition of proportions by using fractions to describe them and can work out the multiples and factors of numbers. More able pupils multiply correctly three digit numbers by two digit numbers and use cancelling to reduce a fraction to its simplest form. These competencies are beyond what is expected of Year 6 pupils.
93. Teaching is good overall in Years 1 and 2 and is very good in Years 3 to 6. Where teaching is good or better, teachers' high expectations result in challenging work and pupils put more effort into getting it right. Purposeful questioning develops clear understanding of new knowledge. A good choice and use of resources ensures that learning is effective. Helpful marking identifies areas for improvement. High levels of enthusiasm from the teacher, very good relationships and a brisk pace help to keep pupils motivated and involved. In good or better mental sessions at the start of lessons there is a clear focus on improving the speed of mental recall. All teachers place emphasis on the acquisition of a mathematical vocabulary. Teachers develop numeracy skills well through other subjects, such as in science and geography. However, some weaker features of teaching were seen. Worksheets are sometimes overused as a

resource for learning, which can have a negative effect on pupils' interest and involvement. Clear time limits for practical tasks are sometimes not shared with pupils to help provide a focus and maintain motivation. The final plenary sometimes provides too little opportunity for pupils to share the problems they have encountered during the lesson. Some teachers rarely use information and communication technology, although there is some evidence of its use in data handling work. Teachers sometimes miss opportunities to use and apply mathematics in 'real life' situations to encourage greater interest and involvement.

94. There is high quality leadership of the subject by a committed and able teacher who adopts a rigorous approach to subject development. She has overseen the introduction of successful strategies to raise standards in Key Stage 1, following her monitoring of teaching. This has been achieved by grouping children by ability to match work more precisely to their needs, introducing targets in mental arithmetic to provide more interest, improving the quality of teaching and increasing the variety of number activities and challenges. Staff expertise is used well to benefit pupils. For example, the curriculum leader teaches two groups so that more pupils can gain from her ability and experience. There are a variety of arrangements to help teachers find out what pupils know and understand. Teachers are increasingly using their assessments from lessons to help them plan work next time, which is matched to pupils' needs. Pupils are increasingly involved in their own assessments to give them ownership in their learning as they try to achieve the targets set for them.
95. Mathematics is well represented in all years and number work is given significant emphasis. The school has made good improvement since the last inspection in successfully working to raise standards.

SCIENCE

96. Inspection findings indicate that standards are broadly in line with national expectations at the end of Years 2 and 6. The work scrutiny revealed that more able pupils in Years 2 and 6 are performing above the nationally expected standard. There are a significant number of pupils in Year 2 with special educational needs and overall standards are affected by this. These judgements mirror the results of the national tests last year, which showed that one in four pupils reached the higher level in Year 2 and that over two pupils in every five were attaining the higher level in Year 6. Test results between 1998 and 2000 also show that the numbers of pupils performing above national standards in the Year 6 tests is rising. Pupils of all abilities are appropriately challenged and are performing well and pupils who speak English as an additional language achieve as well as their peers.
97. Inspection evidence indicates that there are inconsistencies in the approaches used to recording scientific investigations. Pupils are not always encouraged to record fully how they plan, obtain and present evidence. This is because the recording frameworks given to pupils are sometimes too restricting to enable them to consider thoroughly all aspects of the investigation. This slows progress for some higher attaining pupils on a few occasions.
98. However, overall, pupils of all abilities are making good gains in learning in all areas of the subject as they move through the school. All components of the subject, including investigative science, are well represented in all years. For example, Year 2 pupils investigate the rate at which ice cubes placed in different locations melt. Year 3 pupils learn that grass requires light and water for growth through a carefully prepared and well executed scientific investigation which enables them to record outcomes and draw their own simple but accurate conclusions. By Year 5, pupils confidently predict probable

outcomes and consider how to make their tests fair in a carefully planned investigation to discover how the thickness, length and tightness of elastic bands affects the changes in pitch when plucked. They record their findings in different ways, make comparisons and record measurements accurately. Although there is a little evidence that computers have been used to produce graphs and tables, there is scope for information and communication technology to be used much more in science. By the end of Year 6, pupils learn through investigation that food decays in the presence of air because of microbes. They learn that motion is affected by gravitational and magnetic attraction. They confidently use keys based on observable features to assist them in identifying and grouping living things.

99. The quality of teaching in both key stages is never less than satisfactory. In Years 3 to 6 it is usually at least good. One constant factor identified in the inspection that underpins the overall quality of teaching is the positive relationships teachers have with their pupils. This helps to ensure that most pupils take pride in their work. Teachers regularly use the introductory time effectively, ensuring that pupils are aware of what they are to do and how it relates to what they have done previously. One Year 5 lesson, seen during the inspection, was judged excellent and contained many high quality features. High levels of challenge for all pupils, through group work matched to different abilities, ensured that pupils made very good progress. The teacher used praise very effectively to maintain confidence and high levels of motivation. The pace was brisk throughout the lesson to help keep all pupils focused. Her subject knowledge was secure, which ensured pupils developed understanding. There was very good emphasis through purposeful questions on developing the skills of scientific enquiry.
100. Science makes a good contribution to pupils' health education. For example, following a survey about smoking carried out at home, Year 6 pupils discuss how they can resist peer pressure to start smoking and know of its danger to health. Co-operative elements of this lesson make good contributions to their social development.
101. The subject is well led and there are plans for its further development. There are good assessment procedures in science, which help teachers to identify what pupils know and understand. There are consistent approaches to recording pupils' progress in the skills of scientific enquiry as they move through the school. Pupils are increasingly encouraged to assess their own work to take responsibility for their own learning. Results from national tests are carefully analysed, with weaknesses identified and overcome, and this is helping to raise standards. There are good links with other subjects such as mathematics and English. Resources are sufficient to teach the requirements of the curriculum, are tidily stored, centrally located and are used well. There has been good improvement since the last inspection. However, there are minor weaknesses. Information and communication technology is insufficiently represented in science. The monitoring of the subject is not yet sufficiently systematic to have a significant improvement on the quality of teaching and learning.

ART AND DESIGN

102. Standards in art at the age of 11 years are high and are in line with those expected for pupils at the age of 7 years. Pupils who speak English as an additional language and those who have special educational needs achieve as well as their peers. Some of the work is outstanding and the school is justly proud of the work based on Byzantine icons that has been displayed in the Albert Hall. Standards have improved since the last inspection when they were similar to those found in most schools. Pupils make satisfactory progress in Key Stage 1. Very good progress is made in Key Stage 2 because of the very good teaching and level of staff expertise. The displays of work

throughout the school are eye-catching and are of the highest quality. They make a significant contribution to the ethos of the school.

103. No lessons in art were seen in Key Stage 1. From an early age pupils learn to mix colours using paint, crayons and pastels and use a variety of tools in their work. They are given many opportunities as they move through the school to use their knowledge and apply it to a generally broad range of media. By the age of 7 most pupils are able to include some expression in their work. They have produced some colourful and lively pictures from their imagination and from looking at famous artists' work. Opportunities for pupils to work in the style of well-known artists is a strength of the teaching in both key stages. Pupils' paintings based on Monet are particularly striking and show that great care has been taken in mixing a wide range of greens and blues. Year 1 paintings based on the work of Paul Klee show attention to detail and photographs of animals created from sand demonstrate how staff think carefully about providing motivating activities for pupils. Although pupils have plenty of chances to work in two dimensions, the modelling of clay is somewhat limited.
104. By the age of 11 pupils have mastered the basic skills involved in line, tone, form and shape. Teachers provide very good opportunities for pupils to explore different media and teach the skills pupils need systematically. Most of the work is of high quality throughout the key stage. For example, older pupils produce some outstandingly accurate portraits based on a picture of one of the Bronte sisters, while younger pupils use pastels to produce stunning portraits based on the work of Modigliani. Sections of flowers are enlarged skilfully and the subtle blending of colours, the level of observation and commitment of pupils to taking the utmost care is high. The landscapes pupils paint are of high quality and the careful application of colours give an impressionistic feel. Close-ups of small sections of 'William Morris' designs of wallpaper are delightful and particularly carefully observed. Modelling of clay is well developed and the models of reclining figures in the style of Henry Moore are very well executed. A strong feature of the work is the care and degree of application pupils apply to their work. They make self-assessments about their pictures and models and this practice helps significantly in raising standards.
105. In the one lesson observed in Key Stage 2 the teaching was very good. The teacher stressed the importance of ensuring that pupils' designs for the development of a school garden were based on safety and practical considerations as well as the aesthetic. Pupils were encouraged to think through problems carefully and the teacher was skilful in her questioning. The teacher had high expectations of the quality of the designs and the watercolour painting. Good opportunities were given to pupils to discuss their work in groups that stimulated pupils' ideas.
106. The subject leader is new this year, but has already provided a demonstration lesson, reviewed the policy and observed lessons in other classes. She has a very good knowledge of what is happening in the school and clear plans for further development. In order to improve further, more use could be made of information and communication technology within the subject.

DESIGN AND TECHNOLOGY

107. Standards in design and technology are above what would be expected at the end of both key stages. Pupils who speak English as an additional language and those who have special educational needs achieve as well as their peers. At the time of the last inspection, standards were below what they should have been, progress was unsatisfactory and the teaching had weaknesses in teachers' knowledge and understanding of the subject. Raising standards, improving teachers' competence and

confidence and establishing a systematic teaching of skills was a key issue. The school has made very good progress since the last inspection. A specialist subject leader was appointed who has developed a scheme of work, monitored planning and observed lessons. On occasions she has modelled lessons for staff or worked alongside them. These initiatives, together with staff training, have been instrumental in raising the standards. Skills are now taught on a systematic basis and taught well.

108. The standards in Key Stage 1 result from the good teaching. The teachers now place a strong emphasis on the planning and designing of products. Pupils draw detailed and neat diagrams to show their design and label each part carefully. They list what equipment they will need and evaluate their product when it is made, making suggestions about what could be improved. Pupils in Year 2 have made a variety of wheeled vehicles that move that are of a good standard. Teachers set pupils demanding tasks that challenge pupils to think through problems in discovering how mechanisms work. After examining toys with winding mechanisms, pupils soon understand how these work. They use ideas from these and the teacher's model to make simple constructions from a kit to show how their toy spider would move up and down a spout. The pupils enjoyed this work greatly. They were entranced by the toys demonstrated and excited by being able to design and make a toy for nursery children.
109. The teaching in Key Stage 1 in the one lesson seen was good. The teacher provided lots of intriguing resources for pupils to examine and asked questions which made pupils think hard. Work was closely monitored and the teacher checked on pupils' misconceptions of where the pulley should be used. Through good questioning the pupils were able to rectify their mistakes. The teaching in Key Stage 2 is at least very good and occasionally excellent. The understanding of planning, designing and making of a product is fully developed in Key Stage 2 because the teachers carefully plan and prepare each project so that pupils build on the skills they have. Finished plans, preparatory sketches, lists of necessary resources and diagrams are of the same good standard as the finished products. For example, this happened in the testing and making of biscuits and the work involved in the toy models using cams and levers. Introductory lessons prepare pupils well. For example, pupils in Year 5 researched what sounds a variety of instruments make before embarking on designing their own instrument. The teacher asked pertinent questions such as 'How strong does your instrument have to be?' and made the pupils aware of her expectations by saying 'I want top quality thinking in the next five minutes'. This led to a great deal of animated discussion and consideration of the materials and designs to be used. Pupils greatly enjoy their design and technology work and negotiate and discuss with each other how they are to organise a multi-media presentation of different types of dry stone wall features. In this Year 6 lesson, pupils are given good opportunities to take responsibility for their own learning. They have time to organise and delegate responsibilities to each member of the group in planning their presentation. They do this sensibly and maturely and realise how important it is to plan the subsequent work in the next lessons carefully and thoughtfully. The high quality evaluations at the end of each project where pupils comment honestly on their own and others' work is a key factor in raising standards.
110. Teachers are well organised, prepare resources carefully and provide interesting and challenging tasks for pupils. They are confident in their approach to the subject and their subject expertise has considerably improved. The teachers make good links with other subjects such as mathematics when pupils measure the lengths of the wooden frames for their wall hangings and in literacy when pupils write their evaluations often of considerable length. Although there is occasional use of computers, there is insufficient use of information and communication technology within the subject.

111. The management of the subject is very good and the very good assessments are used effectively to plan the next steps for pupils to develop their skills. The school is in the process of adapting its own scheme of work in line with the government's new guidelines.

GEOGRAPHY

112. Pupils reach satisfactory standards in most aspects of geography. Pupils who speak English as an additional language and those who have special educational needs achieve as well as their peers. However, there is evidence of higher attainment in some years, such as Year 5. Pupils make good progress in developing knowledge and understanding of places, of natural and man-made features of the environment and environmental change, to national levels by the end of Years 2 and 6. To achieve these standards, teachers place strong emphasis on developing geographical skills through first-hand experience and enquiry. This is an area of significant improvement since the last inspection.
113. Teachers teach pupils to read and interpret maps successfully as they move through the school. For example, pupils in Year 1 draw a 'picture map' from home to school. Year 3 pupils study their own locality through maps of different scales. Year 4 pupils use a coloured key to map the land use in Ilkley and interpret weather maps explaining their significance. Year 5 pupils use atlases to locate cities in the United Kingdom, produce an accurate scale drawing showing the route of the Leeds to Liverpool Canal and use Ordnance Survey maps to develop an understanding of contours. By the end of Year 6, pupils can distinguish between dispersed, nucleated and linear settlements through the use of maps and three-dimensional models.
114. Pupils make good progress in developing a geographical vocabulary. For example, lower attaining Year 5 pupils compile a vocabulary associated with rivers, such as 'source', 'tributary' and 'meander', while Year 3 pupils learn about deserts, a tropical climate and urban and rural landscapes through a study of Kenya.
115. Residential visits to Ilkley, Haworth and Castleton enable pupils in Years 4, 5 and 6 to develop important skills, such as the use of fieldwork techniques and the collecting, recording and evaluating of evidence gained through investigation. These skills are strongly emphasised in all years. For example, Year 2 pupils complete a survey of litter around the school recording their results on a tally sheet, while Year 3 pupils collect land use information about their locality, tabulating their results and drawing conclusions. These and other visits also help to bring geography to life.
116. Teaching is good at both key stages, with some very good features, and as a result pupils respond very well and make good progress as they move through the school. Teachers are well organised and have a secure understanding of the subject. As a result, lessons run smoothly and teachers are able to provide clear explanations, which pupils understand. Teachers plan interesting activities and link them to other subjects whenever possible. For example, when finding out about the Leeds to Liverpool Canal, Year 5 pupils learn why canals were constructed and how their use has changed over the years. Teachers are quick to praise good work and consequently pupils try hard. There are increasing opportunities for pupils to engage in different forms of writing in geography. For example, Year 4 pupils write letters to their pen pals in Northern Canada. Other features of good and very good teaching include brisk pace, high levels of enthusiasm and good use of resources, such as the use of maps and photographs, to keep pupils motivated. However, teachers rarely make use of information and communication technology in lessons.

117. The subject is led very well and there are clear plans for its further development. The subject is securely represented within the school's curriculum, which has been updated to take account of recent national guidance and consequently lessons are planned well. There is a good portfolio of pupils' work to help teachers to level work to National Curriculum requirements. Pupils often assess their own work to give them greater ownership in their learning.

HISTORY

118. By the age of 7 pupils achieve standards that are typical for their age group. However, by the age of 11 pupils exceed national expectations. Pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. Pupils who speak English as an additional language and those who have special educational needs achieve as well as their peers. These judgements are an improvement on the findings of the previous inspection where standards were described as low in Key Stage 1 and in line with expectations in Key Stage 2.
119. Pupils in Year 1 and Year 2 have a developing understanding of how people lived in the past. They know about some famous people in history, such as Florence Nightingale and Samuel Pepys. They are beginning to recognise how things have changed over time. Year 1 pupils, for example, know that the very early vacuum cleaners were very different from those of today. By carefully observing artefacts they explain some of the differences and give reasons for the changes. Pupils' historical skills are developed well. By using timelines they are developing a sense of chronology and, for example, know that some events happened long, long ago. They remember factual information well, showing that the teaching has been effective and that they have applied themselves well to their learning. A strength of their learning, promoted by good teaching, is their curiosity about past events. In a lesson about the Great Fire of London, for example, pupils were trying to answer questions that they themselves had helped to set, such as 'Why did it spread so quickly?' A further strength is the way that the teacher promotes pupils' writing skills as they write a diary of the events and their feelings as if they were present during the fire.
120. Although no history teaching was seen in Years 5 and 6, the scrutiny of pupils' earlier work shows that they make very good progress, especially in Year 5. In Year 5, pupils have a substantial knowledge of the Victorians, knowing when and about how long ago Queen Victoria lived. They have good recall of information and are well aware of the social distinctions evident in Victorian times. Pupils in Year 6 have a secure knowledge of Ancient Greece and explain how they have used evidence from pictures, ruins and artefacts to support their findings. Pupils in Year 3 show similar levels of interest in their work on the Ancient Egyptians, again appreciating how the archaeologists use evidence of artefacts, pictures and hieroglyphics to find out about the ancient culture. Pupils were thrilled by their visit to Bagshaw Museum where they were able to discover first hand about how historians work. Good use is made of the Leeds Museum Service in loaning artefacts. Progress in Key Stage 2 is very good in the lessons where pupils develop their understanding of the difference between primary and secondary sources in history. Their ability to deduce information from sources is above average. Pupils enhance their learning considerably by participating in visits to museums such as Eden Camp and the Victorian Schoolroom at Armley.
121. Although only two lessons were observed in Key Stage 2, this evidence and the scrutiny of work are sufficient to judge teaching as good in Key Stage 2 and satisfactory in Key Stage 1. There is a good balance in the teaching between passing on facts and encouraging pupils to enquire for themselves, either through asking questions or using a range of sources including books, photographs, pictures, artefacts and visits. Too little

use is made of information and communication technology, although there are a few good examples in a number of classes. Sufficient time is given to history and teachers skilfully link subjects such as art, literacy and numeracy to maintain interest and consolidate skills. Pupils in Year 5 use their numeracy skills well when studying census figures. History plays a positive role in developing pupils' cultural understanding both through the study of ancient cultures and their local cultural heritage. For example, pupils consider the effect of the railway on the growth of Leeds and find out about Kirkstall Abbey. Pupils thoroughly enjoyed their lessons and showed a keen interest in finding out about life in the past.

122. The subject leader manages the subject well and is responsible for writing and evaluating the planning and offering much informal help to colleagues.

INFORMATION AND COMMUNICATION TECHNOLOGY

123. Since the last inspection there has been significant improvements in the provision for information and communication technology which has resulted in the development of a computer suite with a good range of computers, a broader curriculum, greater staff confidence and higher standards of attainment. By the ages of 7 and 11, pupils meet national expectations in information and communication technology. Pupils who speak English as an additional language and those who have special educational needs achieve as well as their peers. However, the improvements have not been totally effective due to the missed opportunities in developing pupils' skills through other subjects. The computer suite has only been in use for a week or so and timetabling has not yet been fully thought out.
124. The standards achieved at the end of Key Stage 1 are broadly in line with those expected for pupils aged 7 years. Pupils from a young age are familiar with computers and appreciate the uses of computers in the home and for other purposes. For example, pupils in Year 1 understand that they can use a computer to display information about the colour of hair on to a chart or graph and the work looks neat and is easy to read. Pupils in Year 2 make especially good progress as a result of high quality teaching by the subject leader. By the age of seven, most pupils are competent in using the keyboard and mouse of the computer and can load and open a program, use the icons effectively and save, print or delete their work. Pupils display good levels of competency in word processing and write and amend sentences on the computer screen. For example, they change the size, font and colour of text and many pupils use the spell checker. They have a sound understanding of how to program a controllable floor robot and show this by planning a route for the robot to follow. Pupils have secure skills in using databases, for example, when using a search tool to find information or when producing pictograms and a variety of charts. Pupils in Year 2 also supported their science history work by using a CD ROM to research work about animals and the Fire of London. All pupils, including those with special educational needs, make good progress in using an expected range of equipment.
125. At the end of Key Stage 2 standards overall are in line with national expectations. Pupils make good progress in developing their skills, knowledge and understanding of how to communicate and handle information through information and communication technology. By the age of 11 their attainment in this aspect of the curriculum is in line with national expectations. Progress would be better if pupils had more opportunities to use their skills in other subjects such as history, geography, science and religious education, although there are sufficient occasions when pupils use a word processor to draft and redraft their writing on screen. Pupils in Key Stage 2 have the knowledge to combine text and graphics. When pupils have easy access to computers they can apply their skills, as pupils in Years 5 and 6 showed when they used their data handling skills to produce

graphs and charts, for example, to compare homes with different types of central heating. In the controlling and measuring aspect of information and communication technology, pupils' attainments are in line with national expectations. They confidently use a control box to devise a burglar alarm system and write instructions to make a light bulb flash. Most pupils have a satisfactory knowledge of how to write a set of commands, for example, to draw an intricate flower shape on screen. Displays around school foster computer literacy. Pupils have not yet had the opportunity to use e-mails or to do much research using the Internet because the school has had difficulties getting connected. However, pupils in Years 5 and 6 have visited a cyber café and used their facilities to go on line.

126. In all classes, pupils are beginning to use information on a CD-ROM to provide information to support their topic work. For example, pupils have used computers to compose music in Year 3, they have been used to design biscuits and Christmas wrapping paper in design and technology lessons and pupils have used CD ROMs to research their work in history and geography. However, this is not a common and integral part of teachers' planning and consequently the use of information and communication technology in other subjects and in supporting literacy and numeracy is a minor weakness.
127. The quality of the direct teaching of information and communication technology skills is good and pupils' learning is also good. All teachers have developed their own knowledge skills and understanding considerably over the past year and they are generally much more confident in their own knowledge than they were previously. The school now has a good scheme of work to ensure that skills are taught in a systematic way. Lessons are well planned with a clear identification of what skills pupils are expected to learn. The best lessons are well organised with pupils being given good opportunities to work individually on computers. In these lessons the teacher circulates well and does not interfere unless a pupil is experiencing difficulty. Occasionally, because time in the computer suite is limited, staff tend to rush pupils a little and pupils do not have enough time to think things out for themselves. Teachers make good use of the skills, enthusiasm and commitment of a small number of parents. Pupils' response in information and communication technology lessons is very good in the computer suite. They are well behaved and listen carefully to their teacher or adult helpers. Through their high levels of concentration and perseverance, pupils display a determination to develop their knowledge, skills and understanding. Pupils appreciate the support they are given and they are sufficiently confident to ask questions when unsure about the task. Pupils treat all equipment with great care.
128. Resources are good and the computer suite has been very carefully planned. However, it has only been fully in use for a few days. Current timetabling of the suite is not conducive to providing regular access for the pupils, but this planning is well under way. The subject is well led by a teacher who recognises the need for a more effective organisation of computers to allow ready access to pupils to support other subjects. Her contribution has had a significant impact on the information and communication technology curriculum which is now appropriately balanced and meets the requirements of the National Curriculum. Ongoing assessment is at an early stage of development, but is satisfactory and teachers are now tracking pupils' skill development during lessons. Occasional samples of pupils' work are kept as a record of attainment and this is to be developed further.

MUSIC

129. Pupils throughout the school attain the standards expected for their age and enjoy their music making activities. Pupils who speak English as an additional language and those who have special educational needs achieve as well as their peers. The standard of

singing is good. The previous report judged standards in music to be below those expected nationally and progress to be unsatisfactory. There has been a good improvement since the last inspection. More music is happening. Teachers are using a more structured approach to teaching music and they are helped by more detailed guidance from the scheme of work.

130. Pupils throughout the school sing well. Younger pupils sing well showing good control of pitch, dynamics and rhythm. Older pupils build well on their singing skills. They are able to control the dynamics of their voices and add meaning to their songs through the use of phrasing and this achieves singing of a good standard. They have the skills to communicate mood and feeling, reflecting the lyrics. Pupils hear and occasionally sing songs from a range of cultures. In Year 6, pupils performed well the French round 'Vent Frais'. They are able to sing in two or more parts. Their diction is clear and they are taught to shape their mouths to produce an improved sound. More emphasis on breathing techniques and posture will improve singing even further. Most singing in lessons and assembly represents vitality and a good level of accuracy. Pupils read the words of hymns and songs competently, which consolidates their literacy skills.
131. Pupils have a sound knowledge of composers and their works. There are many occasions when pupils listen to and appraise a variety of music of different styles and times. During the inspection pupils listened to the music of Wagner's 'Ride of the Valkyries' which depicts the warrior goddesses from Norse mythology. Pupils considered whether the composer had made the music sound fierce and how he used a change in dynamics to good effect. Teachers make the most of opportunities to discuss pupils' own taste in music and to probe the reasons 'why' pupils prefer certain music and to compare their choices with others. The school has decided to use a commercial music scheme as a basis of their work. This provides a sound base to promote pupils' cultural development through listening to music of other cultures. For example, pupils in Year 5 have compared music of South and North America and have experienced music of Asia and New Zealand.
132. Pupils are encouraged to compose music and in addition to producing accompaniments for a variety of songs, they have also written the music and lyrics for songs which are sung in assemblies. Year 6 pupils even wrote the 'SATs Blues' to celebrate the end of their national tests. In Year 4, pupils used the pentatonic scale (A, C, D, E, G) to perform their own compositions and correctly used the musical terms 'drone' and 'ostinato'. Pupils in Year 3 have used an information and communication technology program to compose music, but this could usefully be extended to other classes. Some teachers lack confidence in developing pupils' music skills, but this possible weakness is overcome by the sharing of expertise of other highly competent musicians on the staff and a supportive music scheme.
133. The quality of teaching and learning throughout the school is good and it is often very good when taught by the subject leader and other music specialists. In a very good lesson in Year 6, the teacher effectively developed pupils' appraisal skills as they compared the performance of a song by a performer and a recording of their own arrangement. Their mature and astute observations enabled them to improve their own performance. Pupils' response to music is good. They enjoy creating and improvising music and sensibly evaluate their performances. Most pupils are interested, motivated to learn and genuinely enjoy the subject. Pupils take pride in performing to a high standard and are sufficiently confident to perform in musical events at various times throughout the year. There are very few extra-curricular musical activities, although the guitar club is attended by a small number of enthusiastic musicians and this support pupils' social development. The musical provision is further enhanced by opportunities for pupils to play guitar, clarinet and flute. This enables the more-able pupils to achieve well. The

pupils aged 7 to 11 who play musical instruments attain particularly good standards in their ability to read and play music. Pupils' social and cultural development is promoted well in music through the many opportunities for pupils to collaborate in groups and in occasional opportunities for pupils to listen to live music. For example, a woodwind ensemble recently visited the school from the local education authority music service.

134. There is a satisfactory system for assessing and recording pupils' progress in music from one year to the next and this means that work is not repeated without good reason. The subject leader manages the subject well. She has a good awareness of how music is being taught in the school since she does much of the teaching in Key Stage 2 and evaluates all of the planning.

PHYSICAL EDUCATION

135. Pupils reach nationally expected standards in the development of games skills. This was the only aspect of physical education seen during the inspection. This reflects the findings of the previous inspection. Pupils who speak English as an additional language and those who have special educational needs attain similar standards to their peers.
136. Planning for physical education indicates that all aspects of the curriculum are appropriately taught and work carefully builds on previous learning. Good emphasis is given to the teaching of games skills in the small number of physical education lessons seen. There are good arrangements for swimming, with Year 3 pupils given weekly opportunity to learn and develop skills and to build their confidence in water at a nearby leisure centre. Almost all pupils can swim 25 metres unaided by the age of 11. Pupils have some opportunities to benefit from outdoor and adventurous activities through residential visits to Ilkley, Haworth and Castleton.
137. Pupils of all abilities, including those with learning difficulties, made good gains in learning in both lessons observed. This was due to the good teaching, the emphasis on the development of important skills and pupils' very good attitudes to learning. Year 2 pupils learn to move and change direction, with increasing control and co-ordination, and remember and repeat a series of actions. They develop speed and quality through their movements. They make simple judgements about what others have done and describe the effect on their bodies when exercising. By Year 5, pupils are improving their forehand and backhand swings using plastic rackets. They are beginning to apply their developing skills with greater accuracy. They know why it is necessary to warm up and are aware of the benefits to health of physical activity.
138. Most pupils have very good attitudes to learning. Pupils are almost always attentive to their teachers and follow instructions promptly and accurately. They work sensibly in pairs and groups, developing independence, initiative and responsibility, and behave very well.
139. The teaching of physical education was good in both lessons. The subject leader teaches all years from 2 to 6 and demonstrates good practice in his teaching. For example, there is a clear focus on the development of important skills. Resources are well used to help pupils to learn. The lessons are briskly paced to maintain interest and involvement. He gives lots of praise and support to encourage pupils to 'do their best' at all times. He shows good subject knowledge and much enthusiasm to help give pupils a love for physical education. He places good emphasis on establishing safe working practices. He provides some opportunities for pupils to demonstrate correct technique to enhance their self-esteem and to improve practice. However, there are missed opportunities for pupils to discuss and evaluate the performances of others and to analyse their own performances to assist with their learning.

140. Physical education is soundly led. Plans for the subject's further development include the further development of dance and gymnastics, where some teachers lack confidence. There is a satisfactory range of after-school activities, such as soccer and netball, which enrich the curriculum, and competitions are sometimes held with other schools. Assessment is not consistently used to enable teachers to identify how well pupils are achieving.

RELIGIOUS EDUCATION

141. The school has made good progress in the subject since the previous inspection. Teachers now place a greater emphasis on spiritual understanding and provide time for pupils to reflect upon their work. As a result of these changes pupils' achievement has improved from satisfactory to good by the age of 11, whilst pupils aged seven achieve appropriately and meet the expectations of the locally agreed syllabus. Pupils who speak English as an additional language and those who have special educational needs achieve as well as their peers. The subject leader has produced an effective scheme of work that corresponds to the locally agreed syllabus and supports teachers well in planning their lessons. The organisation of the inspection and the school's timetables meant that it was only possible to see one lesson in Year 5. Evidence was gained from discussions with teachers and pupils, and from pupils' work in books and on display.
142. By the age of 7, pupils know some of stories from the Old and New Testaments of the Bible. For example, they remember the story of Noah and know of the parables of the Good Samaritan, the Lost Sheep and the Prodigal Son. Pupils study the key features of Hinduism and pupils in Years 1 and 2 recall the names Sita and Ganesh who are important characters in the faith. Pupils enhance and consolidate their understanding by visiting a Hindu Temple. Through their study of festivals, pupils understand the symbolism of the Sacred Thread. Pupils spend a good deal of time discussing their feelings, for example, what it means to belong to a family and act out a scene about how others should be treated.
143. By the time pupils are 11, they have a clear understanding that different faiths have similar features. For example, pupils understand that holy books such as the Bible and the Qur'an give important rules by which followers of the religion live. Pupils have a good awareness of Christianity and a satisfactory knowledge of some of the similarities and differences between two of the major world faiths of Hinduism and Islam. They occasionally touch upon other faiths such as Judaism. Christianity is studied in more depth. The staff work effectively towards raising attainment by developing community links so that pupils have a better understanding of the various cultural traditions and beliefs within our society. For example, the school makes good use of the cultural backgrounds of its pupils to raise awareness of the faiths and traditions of others. Pupils also reflect on values and attitudes such as jealousy and the impact this has on oneself and others.
144. Only one lesson was observed. This was in Year 5. The quality of the teaching was good in this lesson. The full range of evidence shows that teachers have a good knowledge and understanding of the subject. They plan their lessons conscientiously. There are high expectations of pupils to explain their thoughts clearly to develop their speaking and listening skills: for example, when pupils role-play their thoughts and feelings and communicate them to others in Year 2. The teachers astutely link religious education to other subjects and use resources well. For example, in Year 5, pupils produced their own authentic looking Dead Sea Scrolls and pupils in Year 6 designed stained glass windows which depicted a meaningful time in their life. In this way pupils communicate their own values and beliefs to others. Throughout the school, teachers

promote pupils' literacy skills well in religious education lessons. However, computers could be used more.

145. Pupils are interested in finding out religious beliefs different to their own. Religious education is linked well to the school assemblies where topics are broadly based around a liturgical calendar. The oldest pupils make astute comments when discussing how to express faith through feelings. They respond very well to the quiet times in the assemblies and in lessons are willing to put forward their own ideas and suggestions. The quality of discussion in Year 5 makes a significant contribution to pupils' speaking and listening skills and their personal development.
146. The curriculum is led well. Resources are good and help promote a greater understanding of the subject, and are supplemented by those that are brought in by the pupils and the staff. There are satisfactory procedures in place for the assessment of pupils' attainment and progress.