

INSPECTION REPORT

IVESON PRIMARY SCHOOL

Leeds

LEA area: Leeds

Unique reference number: 107886

Acting Headteacher: Mr S Boothroyd

Reporting inspector: Mr Keith Bardon
11807

Dates of inspection: 27th – 31st March 2000

Inspection number: 191157

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: Iveson Rise
Leeds
West Yorkshire

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Appropriate authority: LEA

Name of chair of governors: Mr P Kaufman

Date of previous inspection: 25th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Keith Bardon	Registered inspector	Information technology Design & technology History	What sort of school it is. How high are standards. What the school should do to improve further.
Roberta Mothersdale	Lay inspector		Pupils attitudes, values and personal development. How well the school cares for its pupils. How well the school works in partnership with parents.
Valerie Hobson	Team inspector	Mathematics Geography Physical education English as an additional language	How well pupils are taught.
Mary Farman	Team inspector	Under fives Science Music Special educational needs	How good are the curricular and other opportunities offered to pupils.
Michael Egerton	Team inspector	English Art Religious education Equal opportunities	How well the school led and managed.

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Iveson Primary is situated in a residential area on the north western outskirts of the city of Leeds. The housing in the immediate vicinity of the school is mainly owner occupied but the school also draws a significant number of its pupils from near by estates of council owned properties. There are 269 full time pupils on roll in the main school and another 78 attend the attached nursery on a part time basis making the school larger than the average primary. Despite having this large number of pupils the school is not full and currently has over 40 spare places. Twenty three pupils speak English as an additional language but only a small number have notable difficulties with English. There are 50 pupils with special educational needs which is below the national average for a school of this size, but nine of these pupils have a statement of special needs which is an above average proportion. Twenty three per cent of pupils are eligible for free school meals, which is a broadly average figure. When they first enter the school most children show the basic skills expected in the early years and their attainment is broadly average.

HOW GOOD THE SCHOOL IS

Iveson Primary is a very effective school that provides its pupils with a good quality of education. The school's strength lies in its ability to motivate pupils and to stimulate their interest in learning. When they leave pupils are fully prepared for the next phase of their education. The school makes efficient use of its resources and provides very good value for money.

What the school does well

- Standards are high and pupils' achievements are good in English, science and many other subjects
- Pupils are very well taught and continually challenged to do their best
- The school is very well led and managed and has a clear sense of purpose
- Very good provision is made for all aspects of pupils' personal development
- Pupils with special educational needs and those who speak English as an additional language are provided with a high quality of education and they make very good progress
- The school works closely with parents and keeps them well informed about the progress their children are making

What could be improved

- While standards in mathematics and information technology are satisfactory they are not as high as in most other subjects
- Procedures for monitoring and promoting pupils' punctuality and good attendance are unsatisfactory
- There are some weaknesses in the school's procedures for ensuring pupils' health and safety, including child protection
- There is no home/school agreement

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is a much better school than it was at the time of its last inspection and the issues from the previous report have been addressed well. Standards have risen and are now better than in most schools with a similar pupil intake to Iveson's. There are no subjects in which standards are unsatisfactory. The quality of teaching has improved considerably, particularly at Key Stage 1. The school is better managed and the management structure is now clear and effective. The curriculum is better organised and more thoroughly monitored and evaluated. The provision made for pupils' personal development, which was satisfactory during the last inspection, is now very good. Efficient procedures for assessing pupils' attainment and progress have been developed and the information they provide is used well by teachers when they are planning lessons. Governors are far more involved in evaluating the work of the school and in monitoring the budget. These improvements have been achieved despite frequent staff changes and absences and it is to the credit of all

members of staff and to governors that the school has come so far.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	D	A	A*	well above average A above average B Average C below average D well below average E
mathematics	E	C	B	A	
science	D	D	A	A	

Eleven year olds pupils performed well in the 1999 National Curriculum tests. In English and science a very good proportion of pupils attained the above average Level 5. In mathematics standards were above average but fewer pupils attained the higher level. This marked improvement has been maintained and standards at the end of Key Stage 2 are currently good in most subjects, including English and science, and satisfactory in mathematics.

In 1999 the school exceeded the targets it had set for eleven year olds by 15 per cent in English and 10 per cent in mathematics. The targets set for this year and for 2001 are low when compared with the school's 1999 results. The school is aware that, because of the improvements it has made, these targets no longer provide sufficient challenge. Significant improvements have been made to teaching and learning at Key Stage 1 and this is now strongly reflected in the good achievements of seven year olds. Standards at the end of Key Stage 1 are above average in English, mathematics and science and in most other subjects. Very good provision is made for the under fives and by the time they are five almost all have the skills and knowledge expected and are ready to move on to the National Curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy the wide range of activities provided for them and take a pride in their work.
Behaviour, in and out of classrooms	Good. There have been no exclusions. Some pupils exhibit challenging behaviour but they are well managed.
Personal development and relationships	Very good. There is a very harmonious mix of pupils from a range of cultural backgrounds.
Attendance	Unsatisfactory and below the national average. A significant number of pupils are late for school.

TEACHING AND LEARNING

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

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

In 80 per cent of the lessons seen the teaching was good or better. This included 36 per cent of

lessons in which the teaching was very good and a further 12 per cent in which it was excellent. Only one unsatisfactory lesson was seen, which was taught by a temporary teacher. The teaching is a little stronger at Key Stage 1 than at Key Stage 2. In 70 per cent of the lessons seen at Key Stage 1 the teaching was very good or excellent, which is a considerable improvement since the last inspection. The teaching in the nursery is excellent and in the reception class it is good.

English is very well taught at both key stages. The teaching of mathematics is very good at Key Stage 1 and good at Key Stage 2. All teachers make good use of the full range of subjects to extend pupils' literacy and numeracy and the teaching of these basic skills is very good.

The strengths of the teaching lie in teachers' ability to stimulate pupils' interest and set challenging tasks that move pupils' knowledge and skills forward at a good rate. Pupils respond very positively to teachers' high expectations, show good levels of concentration and work hard.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Curriculum is well balanced and sufficiently broad. It provides pupils with a good range of learning opportunities.
Provision for pupils with special educational needs	Excellent provision which enables pupils to participate fully in class activities and to make very good progress.
Provision for pupils with English as an additional language	Very good. Pupils make significant progress in the acquisition of English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good in all areas. School provides a wide range of opportunities for pupils' personal development, both in and out of classrooms.
How well the school cares for its pupils	All staff know pupils well and care for them sensitively. However school's procedures for ensuring pupils' health and safety and for child protection have weaknesses and are unsatisfactory.

The school's partnership with parents is good. Many parents are fully involved in the life of the school and in their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school has been exceptionally well led and managed since the last inspection and this has brought about a significant improvement in teaching and learning.
How well the governors fulfil their responsibilities	Governors fulfil the majority of their legal responsibilities well. However, the shortcomings described earlier in this report with regard to the home/school agreement and health and safety issues need addressing.
The school's evaluation of its performance	Good. The school knows why it is being successful and which areas need further improvement.
The strategic use of resources	Very good overall. Funds are efficiently used to provide pupils with a very good quality of education. There are minor weaknesses in tendering procedures.

The school has an adequate number of appropriately qualified teachers. The number of support staff is high, but reflects the above average number of pupils with statements of special educational needs.

Overall the accommodation is good although the outdoor play area for the nursery children has a poor surface and that for reception children is mainly grass and frequently cannot be used. Learning resources are generally good although the information technology classroom contains a lot of older model computers.

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 are taught well and they make good progress • The school is approachable and deals sensitively with any problems that arise • Children enjoy school and they are encouraged to work hard 	<ul style="list-style-type: none"> • Some parents feel that the range of extra curricular activities is too narrow • A proportion of parents feel that children are not always given an appropriate amount of homework

Most parents expressed very positive views of the school, which are shared by the inspectors. Inspectors feel that the level of homework provided in the different classes is appropriate and that it is effectively extending pupils' learning. It is the opinion of inspectors that pupils at Key Stage 2 are provided with a good range of extra curricular activities and that satisfactory provision is made for pupils at Key Stage 1.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 When pupils leave Iveson Primary at the age of eleven their standards of attainment are average in mathematics, above average in English and well above average in science. Overall, pupils' achievements are good in relation to their attainment on entry to the school. This is a far more positive picture than the one found by the last inspection team and represents a significant improvement.
- 2 The levels of attainment of children starting in the nursery is very mixed but generally that expected of the age group. Approximately a quarter of nursery children have above average basic skills for their age. However, many of these 'higher attaining' children transfer to different schools after nursery and while the attainment of pupils on entry to the Iveson's reception classes is broadly average there are few children with above average basic skills.
- 3 The provision made for the under fives is very good, and particularly effective in the nursery. This enables children to settle quickly to the routines of school life and to make good progress in all areas of early learning. They show a good level of independence and socialise happily with other children and adults. Most children speak confidently, enjoy books, know the sounds letters make and are beginning to write. They can count up to 20 and have a basic understanding of addition and subtraction. With assistance children are able to run simple programs on the computer and they are becoming increasingly aware of the world around them. They compose attractive pictures with a range of media and show a sense of rhythm when playing simple musical instruments. When involved in physical activity children show a good awareness of space and can control their own movements. By the age of five almost all children have met the learning targets for the age group. They are ready to start national curriculum work and a small proportion have already moved on to it.
- 4 In the 1999 National Curriculum tests for seven year olds, standards were above the national average in writing and mathematics and close to the national average in reading. In all three of these subjects the level of pupils' attainment was good, with a significant proportion of pupils attaining the higher than average Level 3. These results were well above those of similar schools and a marked improvement on the previous two years. In 1997 results in all three subjects were poor and reflected the weaknesses found at Key Stage 1 when the school was last inspected. There was some improvement in reading and writing in 1998, but results were still below average. There was little improvement in mathematics. It has taken time for the school to strengthen standards sufficiently, but the 1999 results give a clear indication that significant improvements have been made to teaching and learning and that this is now being strongly reflected in pupils' achievements.
- 5 The improvements in standards have been maintained in writing and mathematics and the attainment of the current Year 2 pupils is above the national average. Effective teaching has raised standards in reading and pupils' attainment in this subject is also above average. Most pupils listen carefully and with understanding to what is said to them and respond effectively to questions with clear, well thought out answers. Pupils speak and listen well. Many read aloud confidently, accurately and with good expression. They are able to write accurate accounts of stories they have heard, using a good range of descriptive words that bring the writing to life. Pupils' attainment in the different aspects of mathematics is uniformly above average. They use mathematical vocabulary well when explaining what they are doing or describing geometric shapes. The majority of pupils have a good grasp of number systems and can, for example double numbers using different strategies. They know the properties of two dimensional shapes and can use both standard and non standard measures with a good level of accuracy. Pupils develop good literacy and numeracy skills, which they apply well in all the subjects they study. For example, many pupils are able to adjust the style of their writing to suite a particular purpose, such as answering science questions or report writing in religious education. Throughout Key Stage 1 pupils attain well in reading, writing and mathematics.

- 6 There are no science tests for this age group but teachers' own assessments in 1999 indicated that in this subject all pupils reached the standard expected and a good proportion attained the higher level. These good standards are reflected in the work of the current Year 2 pupils, which is above average. Pupils have a firm grasp of the principle of 'fair testing' and good understanding of how living things change and develop. They know the properties of common materials and recognise how physical processes affect their lives, such as the different uses to which electricity is put.
- 7 In recent years girls have consistently out performed boys in the national reading and writing tests. The school recognised this and put in place a number of strategies to raise boys' achievements. The work given to pupils generates a high level of interest for both sexes and the gender gap in attainment has narrowed. No significant difference between the standards of girls and boys was identified during the inspection. The performance of girls and boys is very similar in mathematics.
- 8 Eleven year old pupils performed well in the 1999 National Curriculum tests. In English and science pupils attained standards that were well above the national average and a very good proportion of pupils attained the above average Level 5. In mathematics standards were above average with over three quarters of pupils attaining the expected level for their age, but fewer pupils attained the higher level than in the other two subjects. As with the seven year olds these results were well above those of schools similar to Iveson and represented a marked improvement in performance on the previous two years, particularly in English and science. Standards have fluctuated considerably since the school was last inspected, but have been generally below average. However, the 1999 results indicate that significant improvements have been made to standards enabling the school to redress the balance and to reflect the rise in standards that has occurred nationally.
- 9 In 1999 the school exceeded the targets it had agreed for pupils' attainment with the local education authority by 15 per cent in English and ten per cent in mathematics. The targets set for eleven year olds for this year and for 2001 are low when compared with the school's 1999 results. However, when they were set some time ago they were correctly calculated using the information available at the time. The school is aware that, because of the improvements it has made, these targets no longer provide sufficient challenge and if met rather than exceeded would result in a fall in results rather than an increase.
- 10 The current cohort of Year 6 pupils are attaining standards that are above average in all aspects of English and are achieving well in relation to the results they attained in the national tests when they were seven. They readily join in discussions and put their points of view clearly and succinctly. Most are confident and able readers who are equally at home with novels or reference books. They write lengthy pieces of well punctuated text, readily adjusting the style to suit the audience. The school's thorough implementation of the National Literacy Strategy and the enthusiastic manner in which the subject is taught have had a significant impact on standards. The National Numeracy Strategy is currently being implemented throughout the school but has not yet had time to have the same impact. Consequently, while standards are average and pupils' achievement is satisfactory in mathematics at Key Stage 2, pupils' attainments by the age of eleven are not as high as they are in English. Although most pupils can solve simple mathematical problems a significant number have difficulty explaining the strategies they are using or finding alternative methods of working. The majority of pupils have a sound understanding of addition, subtraction, multiplication and division and the relationship between these four operations, but some pupils lack confidence when making calculations and are unsure of the accuracy of their answers. Good teaching is improving pupils' ability to identify patterns in numbers, but past weaknesses are taking some time to correct. Pupils have good literacy skills and sound numeracy skills, which they use well when studying other subjects. For example, they are able to extract detailed information from reference books or from the internet to aid their work in history and use coordinates effectively when map making in geography.
- 11 The programme of development the school implemented to raise standards in science has been successful and, by the age of eleven, pupils' attainments are well above average. Most pupils

are able to plan and carry out their own investigations. They know the names and functions of the internal organs of the body and how to classify different plants and animals. Pupils have a good understanding of how rocks were formed and recognise their different properties. They have a good grasp of physical processes, such as how light and sound travel and how we detect them. Across Key Stage 2 as a whole, pupils achieve very well in science.

- 12 Seven year olds attain standards in information technology which are above average and good for their age. They develop a range of basic skills and are competent users of the computer. This is a marked improvement since the last inspection when standards were unsatisfactory. Standards have also improved at Key Stage 2 but not as significantly. The attainment of eleven year olds is broadly average but, while they have satisfactory knowledge and skills, many are not as confident in front of the computer as the younger pupils.
- 13 At both Key Stage 1 and Key Stage 2 pupils' achievements in religious education are good and they attain standards that are above the levels expected in the locally agreed syllabus. Pupils' knowledge and understanding of Christianity and other world religions develops progressively and they become increasingly aware of the messages contained within religious teachings. Pupils at both key stages also achieve well and attain good standards in art, geography, history, and physical education. By the age of eleven almost all pupils can swim the required minimum of 25 metres. Standards and achievements are satisfactory in music and design and technology. There are no subjects in which standards are low or in which pupils' achievements are unsatisfactory.
- 14 The excellent provision made for pupils with special educational needs enables them to participate fully in all lessons and to make very good progress. The achievements of these pupils both academically in relation to their prior attainment and in their personal development are considerable. Similarly, pupils who speak English as an additional language and are at an early stage in the acquisition of English receive very effective support and they too maintain a very good rate of progress.

Pupils' attitudes, values and personal development

- 15 Pupils' attitudes to the school are good. They move quickly to their lessons, are keen to participate in activities or discussions and work hard. They take a great pride in the presentation of their work. The school supports pupils' sense of achievement well by displaying their work attractively throughout the school. A good number of pupils participate in the wide range of extra curricular activities on offer after school and during lunch times. These help to foster pupils' positive attitudes to school and to each other. For example, in the country dancing club, older pupils are happy to partner younger pupils and demonstrate the correct way to dance. In lessons, pupils persevere until they have securely grasped any new concepts, and this enhances their learning and their enjoyment of the task. Pupils with special educational needs and those who speak English as an additional language show very positive attitudes to their work. In the nursery and reception classes children learn to concentrate and quickly become enthusiastic learners.
- 16 Overall, pupils' behaviour is good and there have been no exclusions. Pupils are in the main well behaved and, although some pupils do at times exhibit challenging behaviour in classes, they are generally well managed and only rarely distract other pupils from learning. These 'challenging' pupils do not always respond immediately to reminders of their inappropriate behaviour, but the vast majority of pupils respond well to the school's code of conduct, especially at Key Stage 1.
- 17 Pupils' personal development and relationships in the school are very good. The harmonious mix of cultures in the school and the warmth and friendliness that pupils and staff offer to visitors, and newcomers, is very impressive. The school has extended a warm welcome to a number of pupils who have come from troubled and war torn countries, and provides continuing support and care for these pupils. Pupils are very confident. The wide range of sporting activities open to pupils after school enables them to compete against other schools and clubs. Whether they win or lose pupils grow in self esteem from being picked to represent their school, and the support and praise offered by non participants enhances the school's team spirit. The

school's ethos of helping others is reflected from the youngest pupil to the oldest. Reception children are very aware of the importance of taking the register to the office and start taking their responsibilities very seriously early in their school life.

- 18 Rather surprisingly, pupils' attendance at the school is unsatisfactory and a significant number are regularly late in the morning. The school's authorised absence is higher than the national average. A contributory factor is the significant number of parents who take their children away from school for holidays during term time, frequently exceeding the discretionary period of ten days. A few parents have kept their children from school for trivial reasons. Many pupils who are regularly late are accompanied to school by their parents who are therefore fully aware of this unsatisfactory situation.

HOW WELL ARE PUPILS TAUGHT?

- 19 The quality of teaching is very good. Seventy five lessons were observed during the inspection of which 80 per cent were good or better and 19 per cent were satisfactory. The 80 per cent of good or better lessons were made up of 32 per cent good, 36 per cent very good and 12 per cent excellent. Only one lesson was judged unsatisfactory, principally due to inadequate planning by a temporary teacher.
- 20 This constitutes a significant improvement since the school was last inspected. At that time over 20 per cent of lessons were unsatisfactory and there were serious shortcomings, particularly in the teaching at Key Stage 1. During this inspection the teaching at Key Stage 1 was judged to be very good. In 90 per cent of the lessons seen at this key stage the teaching was good or better and in 20 per cent of lessons the teaching was excellent. The teaching at Key Stage 2 is good overall. In over 70 per cent of the lessons seen at Key Stage 2 the teaching was good or better and in 40 per cent it was very good or excellent. The quality of teaching has improved considerably in English, mathematics, science, history, information technology, music and religious education. The benefits of these improvements in teaching are very apparent in pupils' learning and in the standards they attain, which have risen significantly.
- 21 The quality of teaching for children under five is very good. It is excellent in the nursery and good in the reception class. Teachers, nursery nurses and support staff have a very good understanding of the needs of young children and give them interesting, but challenging, tasks to develop their knowledge and understanding. Teachers place strong and appropriate emphasis on developing children's basic skills and encourage them to work independently and to make choices.
- 22 The teachers have a very good knowledge of most of the subjects they teach and encourage pupils to use specific and technical vocabulary appropriately in all lessons. Generally teachers have a satisfactory knowledge of information technology and are supported well by a very able classroom assistant. The teaching of basic skills is very good for the under fives and at Key Stage 1, and good at Key Stage 2. Teachers include literacy and numeracy skills in many areas of the curriculum such as science, history, geography, and information technology. Literacy skills are taught well across both key stages, but there are minor weaknesses in the teaching of mathematics at Key Stage 2 where the lack of practical activities and the limited use of resources reduces the progress made by some pupils.
- 23 Teachers' planning is very good. It is sharply focused and lessons have very clear learning objectives that teachers share with the pupils. Literacy and numeracy lessons are firmly rooted in the national strategies and other subjects are effectively linked to the National Curriculum programmes of study. Teachers place a strong emphasis on the development of vocabulary and are able to identify the key questions that will move pupils' thinking and ideas forward. The support that pupils with special educational needs and those who speak English as an additional language are to receive is carefully determined. This enables these pupils to acquire new language and knowledge at a good rate along with their peer groups. Teachers introduce lessons well focusing pupils' attention on what they have to achieve and helping them to reflect upon what they already know. The lesson format inherent within the National Literacy and Numeracy Strategies has been adopted in other subjects and is having a positive impact on

lesson planning across the curriculum.

- 24 Teachers have high expectations of what pupils will achieve and how they are to behave and this is made very clear to pupils. Most pupils respond well to this challenge and concentrate hard on the tasks that they have been set. However, occasionally at Key Stage 2, teachers give the same work to every pupil in the attainment set or class, resulting in inappropriate or insufficient challenge for some pupils. There are examples of very imaginative teaching, which includes 'role play' in religious education, and the use of musical instruments to support choral speaking in English. This enthuses pupils who then make very good progress.
- 25 Teachers manage their pupils well and relationships are generally good. There is a very positive working atmosphere in most lessons and a good work ethic, particularly with the younger pupils. There are a small number of pupils whose behaviour challenges teachers' discipline, but these pupils are often well managed and effective strategies are used to encourage them to behave and learn. Teachers are good role models and show respect for each other and for the pupils. In most lessons the level of pupils' involvement is high and the pace of learning is brisk. As a result pupils spend a high proportion of time on task and show a good level of enthusiasm for their work. Class routines are well established, enabling pupils to work well in a secure learning environment. Resources are generally well chosen such as in English where an interesting range of texts is used and wide range of poetry styles is studied.
- 26 Teachers use skilful questioning to assess pupils' knowledge and understanding and address misconceptions. Assessment during a lesson enabled a Key Stage 1 teacher to raise the level of challenge for two pupils working on money problems and increase their achievements. Marking, where it is most effective, gives praise and encouragement to pupils and identifies areas in which improvements can be made. Where it is less helpful it is an acknowledgement of work done or a word of praise. The quality of marking is somewhat inconsistent throughout the school, but is generally good in English and history.
- 27 Homework is used very effectively at both key stages. It supports the work that pupils do in class across the full range of subjects and includes the learning of spellings and multiplication tables. Teachers check homework thoroughly and discuss it productively with pupils. Homework also forms a constructive link between teachers and parents.

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

- 28 The school provides a well-balanced and broadly based curriculum for its pupils. The curriculum is relevant to pupils' developing needs at both key stages and gives them a firm foundation for the next stage of their education. It fulfils statutory requirements and provides well for pupils' intellectual, physical and personal development.
- 29 The school is successfully implementing the National Literacy Strategy. This is having a positive impact on standards in English. The recent implementation of the National Numeracy Strategy is beginning to raise standards in mathematics. The school has made successful arrangements for older pupils of similar ability to work together in mathematics and English lessons. This is working well and is assisting pupils' learning and progress.
- 30 The school is taking care to ensure that, while placing strong emphasis on English and mathematics, it still teaches all subjects of the National Curriculum and religious education and gives enough time to each. The curriculum in all subjects is firmly rooted in the National Curriculum and, in the case of religious education, on the locally Agreed Syllabus. The religious education curriculum is interesting, stimulating and relevant to pupils' needs. The school correctly emphasises the investigative element of work in subjects such as mathematics and science. The science curriculum includes an appropriate health education programme that encompasses sex education and drugs awareness. Overall, the improvement to the curriculum since the last inspection is very good.
- 31 The nationally agreed Desirable Outcomes for Learning form the basis of the curriculum for

pupils under five. The school also takes into account the recommendations of the new early learning goals. The curriculum for these young children is very good. It effectively prepares them for National Curriculum work at Key Stage 1.

- 32 Teachers take great care to ensure that all pupils have equal access to the curriculum. The school makes excellent provision for pupils on the school's register of special educational needs. The procedures for recording and monitoring progress focus very well on meeting the needs of individual pupils. Their individual education plans are clear and give precise targets for pupils to meet. Parents and pupils, wherever possible, contribute to the targets. Teachers and pupils follow them closely in lessons. This makes a positive contribution to the very good progress that pupils with special educational needs make. The school makes very good provision for pupils who speak English as an additional language. It supports them sensitively and effectively. They quickly develop a good understanding of English, which enables them to work well alongside their peers and to take a full and equal part in the life of the school.
- 33 A good number and range of extra curricular opportunities effectively enrich and enhance the curriculum. These include sporting activities, music, art and dance. A good proportion of pupils support these activities enthusiastically. Pupils make visits to local centres of interest and, towards the end of Key Stage 2, have the opportunity to participate in residential visits.
- 34 The contribution that the community makes to the school and to the curriculum is good and has improved since the previous inspection. The school invites a wide cross section of the community into the school from, for example, the church, fire service and police service as well as sporting personalities and local people who can talk about the area. Younger pupils go to the local post office and supermarket to gain an experience of community shops, and older pupils make use of buildings in the area for observational artwork. The school encourages pupils to use many of the city's facilities and opportunities out of school time and supports their contribution to the Leeds Schools' Town Hall concert. The school is in a strong partnership with the Leeds family of schools and benefits from the extensive resources of the local museum service.
- 35 The school's provision for the spiritual, moral, social and cultural development of its pupils is very good. This is a significant improvement since the previous inspection. The school correctly places great importance on these elements of pupils' development and makes effective use of this area of education to broaden and deepen pupils' understanding, values and experiences.
- 36 The provision that the school makes for pupils' spiritual development is very good. The youngest children in the school experience a range of activities that give them opportunities to reflect and wonder. They consider how they move and grow and think about people who look after them. The school provides many opportunities for reflection in the daily act of collective worship. This is successful in promoting an atmosphere of thoughtful contemplation. The school incorporates spiritual opportunities naturally into many aspects of its life. An example of this was seen in a science lesson where pupils considered and reflected on how rocks are formed. Personal and social education lessons give pupils valuable opportunities to reflect and think about their own feelings, needs and emotions and those of others. There is a very good spiritual ethos in assemblies and many lessons.
- 37 The provision for the moral development of pupils is very good. The school is effective in teaching pupils how to distinguish right from wrong. This begins on entry to the nursery and develops well as pupils progress through the school. All members of the teaching and support staff provide very good role models. They ensure that in all their dealings with issues that arise they are firm and fair. Teachers talk through any transgression of its code of conduct with pupils and, when necessary, with parents. Pupils are honest and trustworthy and well aware of what constitutes acceptable and unacceptable behaviour. They are given many opportunities to explore and develop moral issues within the curriculum and assemblies. For example, in one assembly pupils were able to recognise the moral issues of conflict as they discussed the meaning of perseverance. Teachers make effective use of lessons to reinforce messages of care and concern for each other. Pupils tidy away equipment and learn to look after it carefully. This enables them to appreciate and respect other people's property. Pupils discuss the effects

of their actions on other people. They quickly develop an understanding that they are responsible for their own actions and the consequences that they may have. Pupils respect their teachers and adults. Members of staff maintain a calm, reflective and orderly community that promotes purpose to all school activities. The Year 6 pupils are prepared well for their transfer to secondary school.

- 38 The provision for pupils' social development is very good. Children in the nursery and reception classes have many opportunities to develop independent attitudes to learning. Teachers build on and increase these opportunities, as pupils become older and more mature. Pupils have many opportunities to work cooperatively and collaboratively in lessons. In science, for example, pupils work well together when planning and carrying out investigations. This encourages the effective development of social skills. The school gives pupils opportunities to develop a sense of group identity and acceptable group behaviour through the residential visits. Pupils listen with respect to each other when discussing work. They value each other's contributions to discussions. All members of staff foster good relationships with pupils and between pupils themselves. They develop pupils' concepts of citizenship through participation in the work of the school community. They encourage pupils to put forward ideas for improvement and involve them in a variety of tasks around the school. For example, pupils take registers to the office, tidy away equipment and older pupils assist the younger ones. The school gives pupils further opportunities to develop their social skills during lunchtime. Pupils have an effective involvement in the wider community. They raise money for a range of local and national charities, take part in sporting activities and give concerts for families and friends.
- 39 The school makes very good provision for pupils' cultural development. Pupils have many opportunities to develop awareness of their own culture. They visit local places of interest as part of their work in history and geography. For example, the school makes effective use of the immediate locality and of the wider area around Leeds. Pupils visit museums and art galleries and are well aware of their cultural heritage. Their work in religious education makes a very positive contribution to developing awareness of life in a multicultural community. The school has links with Kirua, in Africa, and exchanges emails with officials in Tanzania. Representatives of a range of faiths and beliefs visit to talk to the pupils. The school teaches pupils to value and respect all faiths and beliefs. It gives pupils a very good preparation for life in a multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 40 All staff in the school know the pupils very well and care for them sensitively. However there are weaknesses in the school's procedures for ensuring the pupils' health and safety and for child protection, which overall are unsatisfactory.
- 41 Procedures for ensuring that only persons known to the school collect children from school, and the supervision of pupils at playtimes, are very well organised. Younger children receive daily awards for coming in off the playground in a safe and courteous manner, and older children can also win awards for being 'playtime stars'. A club hosted by the school to care for pupils before and after school, ensures the security and well being of a growing number of pupils, and offers them a stimulating range of activities plus a healthy breakfast in the morning or a snack after school.
- 42 The school does not have effective procedures for assessing risks. Regular checks of all portable electrical appliances and fire fighting equipment are carried out, but the school does not regularly hold fire drills. There is no specific health and safety policy for the school, or governor involvement on a health and safety committee. Most staff have attended an emergency first aid awareness course and record head injuries and accidents, and treat minor incidents conscientiously, but there is no fully qualified first aider on the staff. The school does not have a specific child protection policy or procedures that are clearly identifiable to staff. Owing in part to staff illness there is no one currently in school who has detailed knowledge of local procedures and has been trained in recognition of possible signs and symptoms of child abuse. Staff do not receive sufficient in service training on child protection procedures, nor is it a part of induction procedures for new staff.

- 43 The school has very effective measures to promote good behaviour, which are well supported by the pupils' personal and social files and procedures to identify pupils with behavioural problems. Pupils are very aware that a circle on their record means that their behaviour has been unsatisfactory and appear very chastened when this happens. Staff set a very good example to pupils and the emphasis on fair play in sport makes a significant impact on pupil's behaviour. The school's encouragement of active cooperation between staff, parents and pupils to banish bullying, promote good relationships and give pupils ownership of class rules has a positive impact on the ethos of the school. The school has been especially successful in integrating pupils from different countries and cultures and all pupils are fairly treated. The school gives rewards to pupils for good behaviour and achievements and all staff, and especially the lunchtime staff, are encouraged to contribute to these. These rewards are much valued by pupils.
- 44 The school's procedures for promoting and monitoring good attendance are unsatisfactory overall. The school is aware of the reason why many pupils are absent. It is also aware that a significant number of pupils are late to school and that many parents are taking their children away from school for holidays in term time. However, the reasons for some pupils' regular late arrival are not analysed and pursued rigorously enough and insufficient emphasis is placed on parents avoiding taking their children away for term time holidays.
- 45 The school's systems for assessing pupils' attainment in the core subjects are good. They provide a valuable range of information about the pupils. The assessment systems for the foundation subjects are informal, but satisfactory. The regular assessments within the core subjects of English, mathematics and science enable teachers to plan work that meets the needs of groups and individuals. All teachers use these assessments effectively and consistently to plan future work. There is a good whole school approach to using the information from assessment to inform curriculum planning. This is a significant improvement since the previous inspection. The school analyses data from the national tests at the end of both key stages. It uses this analysis to set targets for improvement in the core subjects of English, mathematics and science. This is effective for English and science and for mathematics at Key Stage 1. It is, as yet, having a limited effect on standards in mathematics at Key Stage 2.
- 46 There are very effective systems in place for assessing the attainment of children under five. The use of these assessments to plan for the next stage in children's learning is very good.
- 47 The procedures for monitoring and supporting pupils' personal development are very good. The school's very effective pastoral arrangements, guidance and support develop pupils' confidence and self reliance very well. The positive effect this has the learning and attitudes of pupils with special educational needs and those who speak English as an additional language is particularly marked. Pupils have regular opportunities to exercise responsibility. There is a wide range of clubs and activities to promote and support the pupils' personal development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 48 Parents' views of the school are good. The majority of parents are very satisfied with the quality of the teaching and with the progress their children make. They appreciate that if they have concerns they can readily approach the school to discuss matters. Parents know that their children like school.
- 49 The school's links with parents are good. Staff encourage parents, especially those of younger pupils, to come into school in the morning and to feel comfortable in the school's surroundings. The school works hard to build close links with parents and families, and parents appreciate this. Information provided for parents about different areas of the school, such as the nursery and reception, is very detailed, and includes booklets on encouraging reading at home, what parents can expect their children to learn and how parents can come into school to participate in education. The governors annual report to parents now complies with statutory requirements and is an impressive record of the school's achievement over the previous year. Pupils' annual

reports now give clear indications of progress, which is an improvement since the previous inspection. Termly planning 'webs' are now available for parents to track their child's progress through the curriculum and offer their support where they consider it to be most effective.

- 50 The school actively encourages parent helpers and values the skills, experiences and time that they bring to classrooms. From the first contacts at nursery, to the transition arrangements for prospective secondary pupils at Year 6, parents are seen as partners in education and the informality of the text between home and school highlights the close rapport that exists between staff and parents. The school makes good use of support workers and occasionally the pupils themselves, to help those parents who may find difficulty in understanding the text of some of the letters going home from school. The school's friends association is well supported in its fund raising and social activities such as the Spring Fayre and the Hundred Club, but still has some difficulties in attracting core members to its committee. Despite this, the hard working group have provided a wide range of invaluable resources for the school including a computer, scanner, sports' kit, display cabinet for pupil's awards and a sum of money for each after school club. The school has not yet sent out a home school agreement for parents' approval and comment, but has already considered the appropriate text for this and is seeking governor approval.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 51 The school has been exceptionally well led since the time of the last inspection and this has brought about significant improvements in teaching and learning. Issues from the last inspection, particularly with regard to teaching, have been rigorously addressed and improvements achieved. The acting headteacher although only in post for a short time is working well with staff and governors to maintain the momentum of the school.
- 52 The headteacher has given the school a clear sense of direction, including a firm commitment to raising standards. The school aims are explicit and are reflected in its day to day work and in the warm relationships that exist between pupils and all those adults who work in the school. Throughout the school there is a strong emphasis on equality of opportunity for everyone. Pupils are very aware of this and put it into practise both in the classroom and when organising the playground rotas.
- 53 The school has good systems in place for monitoring and evaluating the teaching and learning. Coordinators know their subjects well, monitor the work being done conscientiously and set realistic targets for improvement. In a small number of subjects development has been adversely affected by long term staff absences. In design and technology, for example, an effective scheme of work has still to be put in place. However, even where the coordinator has been absent, teachers' hard work has ensured that the subject has continued to improve. The cohesion of provision across the two key stages is due in no small part to the effective management of the key stage coordinators.
- 54 The consistently good teaching in the school is the result of a shared commitment to improvement and to achieving success in all areas of the curriculum. The senior management team is aware of the need to review learning targets set for the school in order to make them more rigorous and raise standards even further.
- 55 The governing body fulfils the majority of its statutory duties but needs to put into action a risk assessment policy and to complete the formulation of a home/school agreement. Governors know the school well and have a good understanding of its strengths and areas for development. They act as a supportive, 'critical friend'. Governors play a full part in producing the school development plan. This is a well thought out document and clearly identifies the school's priorities. The chair of the governing body is a regular visitor to the school and is justifiably proud of its achievements since the last inspection. The governors monitor performance and improvement in the school through regular reports, not only from the headteacher but also from curriculum leaders. Governors with specific responsibilities link effectively with staff. The literacy governor, for example, has regular meetings with the teacher responsible for this key area.

- 56 The management of special needs provision is very good. A strength of this provision is the high degree of teamwork that is promoted amongst the teachers and support staff. All concerns are regularly shared to ensure that pupils needs are fully met.
- 57 The implementation of the literacy hour has been extremely well led. The National Literacy Strategy is securely in place throughout the school and is already having an impact on standards. The introduction of the National Literacy Strategy is well under way and is being used in all classes but is not, as yet, having the same impact on standards. The school is not as clear about the factors that are affecting pupils' progress in mathematics as it is about those influencing standards in English.
- 58 Financial planning is very good and closely allied to the school development plan. Areas for development are fully funded and the impact of the spending carefully monitored. In recent years the school has built up a considerable budget surplus which is now being carefully used to raise standards and to improve the quality of education for all pupils. The improvement the school has made and is continuing to make is testimony to the efficiency with which this money is spent.
- 59 The specific grants the school receives are used well. For example the funding provided to support pupils who speak English as an additional language has been used to employ a classroom assistant to work with them. This provides the individual support these pupils need and enables them to make very good progress. Similarly the considerable funding the school receives to meet the requirements of pupils with special educational needs, particularly those with statements, is equally well spent and these pupils also make very good progress. The school employs a classroom assistant with the specific responsibility of supporting information technology across the school. The support the classroom assistant provides for both pupils and teachers has a significant impact on the standards attained and represents an efficient use of funds.
- 60 A very recent audit by local authority finance officers found that satisfactory financial controls are in place but certain procedures need to be tightened up, particularly the obtaining of best value for work carried out by outside companies. When work is to be done at the school a number of quotes from different companies are obtained. However there is a tendency to award the contracts to companies whose work is known to the school rather than those submitting the most cost effective quotes and this does not always ensure the most efficient allocation of funds.
- 61 The management and monitoring of the school's finances by both the school and the governors are good and have improved since the last inspection. Financial administration is efficient and unobtrusive and good use is made of modern technology to ensure that up to date information is readily available.
- 62 Overall the strategic use of resources, grants and other funding is good. Pupils are taught very well and achieve good standards. The cost of educating pupils at Iveson Primary is above the national average but this reflects the high level of spending in support of pupils with special educational needs and overall represents very good value for money.
- 63 The school has a sufficient number of well qualified and experienced teachers to meet the demands of the curriculum for pupils of different ages and abilities. There is a good balance between very experienced teachers and those who are recently trained. At the time of the previous report there were inadequacies at Key Stage 1 and concerns over the inconsistent use of support staff; this is no longer the case. There is a good number of support staff to cater for the needs of younger pupils and those who require specific help with their learning. The school's procedures for appraisal and performance management have been very effective in bringing about an improvement in the quality of teaching.
- 64 The accommodation is good overall and promotes an effective learning environment. It is enhanced by attractive displays in the classrooms and corridors. The infant and junior playground areas are sufficiently large and the playground equipment for sports and large floor

games provides pupils with a range of interesting and varied activities. However, the outdoor facilities for the under fives are unsatisfactory. The playground area for reception children is too small, particularly when the grassed area is not in use and the surface of the outside area for nursery children is of poor quality.

- 65 The provision of resources for learning is good overall and very good in art. There are no subjects in which the resources significantly restrict the curriculum. The information technology suite provides good accommodation for the teaching of the subject, but at present houses older type computers which some pupils and teachers find difficult to use. The library is well resourced but there are some well worn books in the classrooms.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 66 The headteacher, staff and governors should now address the following key issues:

- (1) Raise standards in mathematics by;
 - rigorously monitoring teaching and learning to ensure that teachers and the school have a clear understanding of the factors that are having most effect on standards and can act on them; (paragraphs 57; 108)
 - reviewing the targets the school has set for pupils' attainment to increase the level of challenge they provide. (paragraphs 9; 45; 108)
- (2) Raise standards in information technology by fully implementing the subject coordinators' action and development plans. (paragraph 142)
- (3) Raise levels of attendance and reduce incidence of lateness by implementing effective monitoring procedures and acting on the outcomes (paragraphs 18; 44)
- (4) Write and implement a health and safety policy which complies with all statutory requirements. (paragraphs 42; 55)
- (5) Establish clear procedures for child protection. Ensure that there is at least one member of staff with designated responsibility for this area and that all staff receive in service training on child protection issues. (paragraph 42)
- (6) Complete procedures and put in place a home/school agreement (paragraphs 50; 55)

In addition to the key issues above the governors should consider the following additional issues that arise from less significant weaknesses for inclusion in their action plan and:

- a) Review all targets for pupils' achievements to ensure that they offer sufficient challenge and enable standards to be maintained at a high level or further improved. (paragraphs 9; 54)
- b) Tighten procedures for obtaining best value for money by ensuring that work to be done at the school is given to the contractor providing the most cost effective service. (paragraph 60)
- c) Improve the outside activities areas for the under fives (paragraphs 64; 78)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	75
Number of discussions with staff, governors, other adults and pupils	48

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
12	36	32	19	1		

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)	78	269
Number of full-time pupils eligible for free school meals		62

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	8
Number of pupils on the school's special educational needs register	3	47

English as an additional language	No of pupils
Number of pupils with English as an additional language	23

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	6.6
National comparative data	5.7

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	20	21	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	16	19
	Girls	21	21	19
	Total	34	37	38
Percentage of pupils at NC level 2 or above	School	83 (74)	90 (72)	93 (81)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	19	20
	Girls	21	21	21
	Total	37	40	41
Percentage of pupils at NC level 2 or above	School	90 (77)	97 (86)	100 (95)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	17	18	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	13
	Girls	16	15	18
	Total	27	27	31
Percentage of pupils at NC level 4 or above	School	77 (66)	77 (68)	89 (59)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	12	12
	Girls	15	15	14
	Total	23	27	26
Percentage of pupils at NC level 4 or above	School	66 (63)	77 (68)	74 (59)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	6
Indian	10
Pakistani	2
Bangladeshi	0
Chinese	2
White	205
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

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.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	13.4
Number of pupils per qualified teacher	20
Average class size	24

Education support staff: YR– Y6

Total number of education support staff	12
Total aggregate hours worked per week	246

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39

Total number of education support staff	2.5
Total aggregate hours worked per week	65

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	1998/9
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	£
Total income	580488
Total expenditure	580629
Expenditure per pupil	1861
Balance brought forward from previous year	41830
Balance carried forward to next year	41689

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	347
Number of questionnaires returned	119

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	31	4	3	0
My child is making good progress in school.	55	37	5	2	1
Behaviour in the school is good.	41	47	8	3	2
My child gets the right amount of work to do at home.	31	46	12	4	7
The teaching is good.	57	34	4	1	3
I am kept well informed about how my child is getting on.	45	42	7	5	1
I would feel comfortable about approaching the school with questions or a problem.	65	24	4	3	5
The school expects my child to work hard and achieve his or her best.	59	33	4	1	3
The school works closely with parents.	46	40	9	3	1
The school is well led and managed.	44	36	7	4	9
The school is helping my child become mature and responsible.	44	43	8	2	3
The school provides an interesting range of activities outside lessons.	38	40	10	4	9

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

- 67 The school admits children to the nursery in the September after their third birthday. Children transfer to the reception class at the beginning of the year after their fourth birthday. Most children in the reception classes attend the school's nursery before they enter the school full time.
- 68 The nursery makes excellent provision for the children's all round development and education. The reception class builds very well on the work of the nursery. The curriculum for children who are under five promotes the nationally agreed learning outcomes effectively in all areas. The nursery planning is very thorough and detailed. The members of the nursery and reception staff plan together closely. This ensures that there is no unnecessary repetition of work. All members of staff who teach children under five have a clear commitment to raising standards. They liaise well with teachers at Key Stage 1 to ensure a smooth transition.
- 69 The record keeping system is thorough, very informative and gives all members of staff an effective base for the planning of work. The nursery uses the 'baseline' entry assessment procedure very well to assess children's levels of achievement. The members of the nursery staff encourage parents to contribute to this assessment. The results give them a clear knowledge of what children know and can do at home and a good basis on which to plan future work. The reception teacher continues to use and build on the records from the nursery. The nursery and reception classes provide a very effective level of support for children with special educational needs. All members of staff ensure that children have full and equal access to the areas of learning.
- 70 Parents value and appreciate the work that children do in the nursery and reception classes. They give a good level of support. For example, there were many parents, carers and grandparents at the nursery 'book day', which took place during the inspection.
- 71 Most children enter the nursery with standards that are close to the expectation for their age in all areas of learning, although some have poor basic skills while others are well advanced. Many of the children with higher levels of early attainment leave to go to other schools when they enter full time education. This lowers the overall profile of children's attainment on entry to the reception class but it remains close to the expectation for children of this age.
- 72 Children achieve well in the reception class and by the time they are five most attain the levels of skills and knowledge expected of the age group in all the nationally agreed areas of learning.
- 73 Since its last inspection the school has continued to make very good provision for the under fives and high standards of early years education have been maintained.

Personal and social

- 74 Children settle very quickly into the nursery and make very good progress in developing their personal and social skills. They are self possessed and confident when moving around the nursery. Most children share and take turns amicably, for example when working in the role play areas. The children concentrate well on their tasks such as making and illustrating books. All the children clearly enjoy their work in the nursery. They cooperate very well with each other and adults. The children take very good care of classroom equipment and quickly learn to tidy up after themselves. The excellent teaching by the nursery team makes a positive contribution to this high level of progress. The children continue this high level of progress in their personal development as they move into the reception class. They work well, both independently and together. All children persevere to finish their tasks and take pride in their work. The reception teacher encourages the children to develop their understanding of what caring means, for example through talking about why their mother is special. The children understand the routines of school life and move quietly and confidently around the school. They change their clothes for

physical education lessons independently and fold them neatly. By the time they are five most children, including those with special educational needs, are likely to exceed the expected levels in the development of their social skills.

Language and literacy

- 75 The provision for the development of children's language and literacy skills is very good. Children make good progress in developing enjoyment of books and stories. Many children understand that pictures and print convey meaning when they enter the nursery. The nursery staff builds very effectively on these early skills. They encourage the children to listen to well known stories and rhymes and to join in refrains. The children learn to speak confidently to each other and adults. The very good level of individual help and support the children receive increases and develops their speaking skills. All the children learn to use pencils correctly. They increase their early writing skills very well in a range of activities that develops their hand and eye control. This good rate of progress continues as children move into the reception class. Children with special educational needs continue to receive very effective support. The reception class teacher uses the nationally recommended literacy strategy effectively to extend children's listening, speaking and reading skills. The children enjoy this work and make rapid progress in learning letter sounds and in building words. They develop their speaking, listening and writing skills well. All children listen carefully to stories, retell them and enjoy talking about the pictures. They join in with familiar sentences and refrains. Children are eager to choose books to take home. Most children are likely to achieve the desirable learning outcomes by the time they are five.

Mathematics

- 76 The provision for children's mathematical development is good. Most children make good progress in consolidating and developing their number skills. The members of the nursery staff effectively develop these skills through a very carefully structured and detailed programme of work. This includes the use of construction activities and computers to develop the children's awareness of space and their control skills. There is a very good level of support for children with special educational needs. They make good progress in developing their knowledge of numbers. The more able children count accurately up to ten and above. All children learn and sing simple number rhymes. Children enter the reception class with a developing range of mathematical skills. The reception teacher continues to build on and develop these early skills well. Children have a session of structured number work each day. Most children count and order objects to 20. They know and recognise the place of numbers on a number line. The more able children recognise and know how to add on one more to a given number. They use suitable mathematical language to describe number sequences, such as 'before, after' and 'between'. The children consolidate, build on and develop their early mathematical experiences well. Most children are likely to attain the desirable learning outcomes for mathematics by the time they are five.

Knowledge and Understanding of the World

- 77 The school makes very good provision for developing children's knowledge and understanding of the world. The children make good progress in this area of learning. They have many opportunities in the nursery and the reception class to explore the natural and man made world. For example, children in the nursery and reception classes make visits to local places of interest to widen their experiences. Children continue to consolidate and develop their learning as they progress through the reception class. They develop a sound understanding of their place in the immediate community. The children use computers well to make pictures on the screen. This enables children to develop a good understanding of how to use the keyboard and mouse for accurate control. Most children are likely to reach the expectations of the desirable learning outcomes by the time they are five.

Physical development

- 78 The school makes good provision for children's physical development and the children make

good progress. They have access to pencils, crayons, felt pens, scissors and glue from the beginning of their time in the nursery. Using these materials they increase their fine control skills well, and reach standards expected for their age when they enter the reception class. Children in the nursery develop their climbing and balancing skills effectively. They have opportunities to run, jump and skip and use wheeled toys with an increasing awareness of space. There is a secure area for outdoor activities for nursery children. However, the hard play area has a loose gritty surface that causes grazes when children fall. The children in the reception class have a secure play area although this is mainly grass and it is not possible to use it for most of the year. The school has a suitable selection of large apparatus for the children who are under five to use in the school hall. Most children are likely to exceed the expectations of the desirable learning outcomes by the time they are five.

Creative development

- 79 The school's provision for children's creative development is very good. The excellent teaching of basic techniques in the nursery enables the children to make good progress. The children use and control materials very effectively. They hold brushes correctly and apply paint to paper with a great deal of confidence. Children mix paint carefully to achieve different colours. They make models confidently and enjoy sharing their work. The children in the reception class make good progress in developing their ability to observe carefully. An example of this is the work children do after looking closely at prints of work by famous artists. They show a developing awareness of shape, pattern and colour. Children sing a variety of songs from memory and use percussion instruments correctly and confidently to maintain rhythm. Most children acquire the level of skill necessary to reach the desirable learning outcomes by the time they are five.
- 80 The quality of teaching for the children under five is overall very good. The teaching in the nursery is consistently excellent. This very high quality of teaching reflects the level of progress children make as they begin their early years at school. The teacher and nursery nurses work very effectively together to promote learning. They have a very clear understanding of the needs of young children. The teaching for children who are under five in the reception class is consistently good. All the members of the early years' team have realistically high expectations of achievement and behaviour. They give children challenging and interesting tasks to consolidate and develop their knowledge and understanding. All members of staff use language very well to ensure that the children make good progress in developing their speaking skills. This is particularly helpful for children who speak English as an additional language. Children with special educational needs make very good progress. All members of staff emphasise the teaching of specific skills for example, how to use pencils, paint and musical instruments. They encourage pupils to work independently and make choices.

Attitudes, behaviour and personal development

- 81 Children in the nursery and reception classes quickly develop positive attitudes to learning. They enjoy their work and learn to concentrate for increasing lengths of time. They relate very well to each other and to adults. As they move from the nursery to the reception class the children increase their ability to become enthusiastic and eager learners. They are very well motivated to learn by the interesting, lively and enthusiastic teaching.

ENGLISH

- 82 By the age of eleven standards in English are above the national average and pupils achievements are good in relation to their prior attainments. This is an improvement since the last inspection when standards were broadly average.
- 83 This marked improvement in standards has been achieved by raising expectations of what pupils can achieve and by identifying rigorous learning objectives for all lessons. The National Literacy Strategy has been fully implemented throughout the school and in a way that effectively links literacy to all other areas of the curriculum. This approach means that all curriculum areas have a literacy focus and support and promote the development of all aspects of English.

- 84 The results of the 1999 National Curriculum tests indicated that the proportion of seven year old pupils achieving the national target of Level 2 or above was similar to the national average in reading and above average in writing. In comparison with similar schools the results in reading and writing were well above average. The results of the seven year olds have improved significantly in both reading and writing since 1997.
- 85 By the age of seven most pupils have well developed speaking and listening skills. Through interesting introductions to lessons the teachers inspire the pupils to want to share their ideas. They talk about the previous lesson and ask searching questions to find out how much the pupils remember. In turn the pupils are eager to respond and share their knowledge often surprising their teachers with how much they can recall. In all the lessons they listen with care, follow instructions and participate readily in discussions.
- 86 By the end of Key Stage 1 pupils' attainment in reading is above average. Pupils enjoy reading the shared text in literacy lessons and through positive encouragement and lively teaching they gain in confidence when reading aloud. The majority of pupils are able to read simple texts accurately and with good understanding. Teachers' insistence on the correct pronunciation of sounds helps to develop the pupils' phonic skills and skilfully leads them into learning about letter combinations. Pupils' progress in reading is carefully recorded through individual reading records for pupils in the early stages of the scheme, group reading records, sight vocabulary records and a phonic reading record used once a term to check phonic progression. All these records are used well to inform teaching, to track progress and to inform parents. This highly structured approach to the teaching and monitoring of reading at Key Stage 1 has brought about a significant improvement since the time of the last inspection.
- 87 Standards in writing at Key Stage 1 are being maintained at a high level. By the end of the key stage pupils are able to write descriptive accounts, such as those of an imaginary 'treasure island' using capital letters, full stops and commas correctly. Most can compose clear and concise instructions on how to make cookies. Younger pupils in the key stage write interesting poems that are inspired by work in science about the five senses. They begin by 'brainstorming' ideas about things they like to see, hear, touch, smell and taste and then refine their ideas into interesting and sensitive poems. Handwriting and presentation are of good quality due to regular handwriting lessons.
- 88 Statistical evidence suggests that by the age of seven the performance of girls is consistently better than that of the boys in reading and writing, although the gap has narrowed by the end of Key Stage 2. The school has responded to this difference in performance by putting in place a number of strategies to raise boys' achievements. These would appear to have been successful and no significant difference between the attainments of girls and boys was identified either in the work submitted for scrutiny or during the lessons seen.
- 89 The most recent results in the National Curriculum tests indicate that in 1999 standards in English at the end of Key Stage 2 were well above the national average in terms of the proportion of pupils achieving the national target of Level 4 or above. In comparison with similar schools results were very high. An analysis of trends over time shows a marked improvement in the results of eleven year olds between 1998 and 1999. This improvement has been sustained and standards and achievement remain good.
- 90 At Key Stage 2, pupils listen carefully to the teachers and competently follow instructions. When asked questions they answer correctly and with well formed sentences. Throughout the key stage, teachers challenge pupils to respond fully to questions and to enter into discussions about issues arising from a shared text or a particular topic. Pupils respond positively and confidently put forward their ideas. At times teachers question individual pupils directly and assess their answers in order to gauge their level of understanding. Pupils' skills in speaking and listening are well developed across all the curriculum areas and teachers take full advantage of opportunities to regularly engage pupils in discussion and conversation.
- 91 Throughout the whole of Key Stage 2 pupils are achieving good standards in reading. Pupils read a range of texts fluently and with accuracy. They make thoughtful responses to what they

are reading, show a clear understanding of how the story is developing and enjoy talking about the characters and the plot. They make good use of the library and are able to locate and use reference books effectively to aid their work in other subjects.

- 92 Pupils at Key Stage 2 write in a wide variety of styles. They are able to put together detailed written reports as part of with their history work about Romans. They colourfully describe a visit to Headingley to see the home base of Leeds Rhinos Rugby Club and the Yorkshire cricket team and they write an impressive amount of poetry. In each year group there are examples of pupils' poetry, all of a high standard, and ranging from simple similes about 'Gran' to writing in the style of John Mansfield's poem 'Cargoes'. Pupils' written work is of a high standard. They take care in the way their work is presented and with their handwriting, and this quality is sustained throughout the whole of the key stage.
- 93 Pupils at Key Stage 1 achieve well and make good progress in developing speaking and listening, reading and writing skills. From writing their own addresses and simple sentences about their feelings at the beginning of the key stage pupils quickly progress to being able to compile their own anthology of poems and plan out their pieces of writing. In imaginative stories they are able to convey meaning to the reader and bring it alive through the use of good descriptive words. Capital letters and full stops are used with increasing accuracy. The good progress at Key Stage 1 stems from lively teaching, high expectations and well-planned and rigorous lessons. Regular attention is paid to spelling and the correct use of punctuation and pupils respond to this by trying hard in all their pieces of writing.
- 94 At Key Stage 2 the good progress and achievement continues in all the strands of English. Pupils in Year 3 began the first term by writing descriptions of events that have taken place during the summer holidays using simple punctuation and with a clear sense of a beginning and end to their writing. Six months later when writing about the 'Time Machine' they composed two pages of good descriptive text using interesting adjectives and improved punctuation and spelling. By the time pupils are in Year 6 they are able to study 'timeslips' in stories such as 'Tom's Midnight Garden' and then go on to writing their own timeslip stories where they use good descriptions, lively humour and correct punctuation. Through well planned and rigorous literacy lessons pupils quickly learn about the structure of stories, punctuation and the different aspects of grammar.
- 95 Throughout the school pupils with special educational needs make very good progress. This is due to the high quality of the individual learning programmes constructed for these pupils and the support they receive during lessons. Work for pupils who speak English as an additional language is equally well constructed and these pupils make very good progress in acquiring basic language skills. The integration of pupils with special educational needs and those who speak English as an additional language into normal literacy activities is very good.
- 96 In all classes the pupils' attitudes to English are very good and this has a positive effect on the progress they make. At Key Stage 1 pupils thoroughly enjoyed the whole class session where they studied the story of 'Little Red Riding Hood' and looked at character profiles. They quickly learned how to identify the characteristics of a particular person in the story and worked hard in their group work to draw up word pictures of particular characters. Pupils at Key Stage 2 who have shared together ideas on formal letter writing then went on to produce well written letters of their own, concentrating hard on the task and trying to do their best work.
- 97 The quality of teaching is very good in the majority of lessons in both key stages. At Key Stage 1 all lessons were good or better and 40 per cent of lessons observed were excellent. At Key Stage 2 almost 50 per cent of lessons were very good. Lessons are characterised by lively introductions where teachers through skilful questioning find out just what the pupils know and understand from previous lessons. They then build on this during the lesson and in so doing provide a firm foundation for future work. Lessons follow the pattern established by the National Literacy Strategy. They are very well planned, have clear learning objectives and are carried out at a brisk pace with no waste of time. Literacy lessons are delivered with infectious enthusiasm, they are challenging and teachers set high expectations for pupils. Throughout both key stages teachers have good subject knowledge. A major strength in the teaching is the link made between literacy and other areas of the curriculum. For example, in the daily

planning for all other areas of learning there is a section that identifies the vocabulary to be focused on during that particular lesson. In one religious education lesson the specific words identified were 'celebration', 'community' and the names of characters. The National Literacy Strategy is very well taught and this is helping to raise standards further. Assessments of pupils' progress are carried out thoroughly by all teachers and the results of these assessments are used well to inform future planning. Pupils, in consultation with their teachers, agree their own targets for improvement and these are recorded in their English books. Marking is regular, supportive and informative and indicates to pupils how they can improve their work.

- 98 The quality of leadership in the subject is very good. The implementation and management of the National Literacy Strategy is very effective. The coordinator has a very clear view of the school's future needs and carries out monitoring of both the teaching and the learning outcomes. Regular meetings are held with the governor responsible for overseeing literacy and reports are given to the full governing body. There is a whole school commitment to the continuous raising of standards in the subject.

MATHEMATICS

- 99 Standards in mathematics are above average at the end of Key Stage 1 and average at the end of Key Stage 2. This positive profile is the result of teaching that is predominantly good and the impact that the National Numeracy Strategy is already having at Key Stage 1. The strategy has not yet had sufficient time to raise standards to the same degree at Key Stage 2. As a result of the effective teaching pupils' achievements are good overall and often very good at Key Stage 1.
- 100 Seven year olds performed well in the 1999 National Curriculum mathematics tests and results were above the national average and well above those of similar schools. These results were a significant improvement over the previous two years, particularly in the proportion of pupils who attained the above average Level 3. The attainment of the pupils currently in Year 2 shows that this improvement is continuing and standards have been maintained at an above average level.
- 101 Most pupils have a good grasp of the basics of numbers and number systems. They use and apply this understanding of numbers effectively to everyday situations, such as using money to buy items when shopping. In classroom shops, for example, they show good knowledge of the values of coins and count and give change accurately. Pupils know a range of mathematical terms and use subject specific vocabulary appropriately when discussing their work or writing number sentences. The mental and oral work that teachers provide at the beginning of each lesson has enabled most pupils to develop a range of strategies for adding and subtracting two digit numbers up to 99. The majority of pupils use algebra well to solve simple number problems and higher attaining pupils make good use of their knowledge of place value to add three digit numbers accurately. Most pupils know the names of common two and three dimensional shapes and can describe their attributes in terms of numbers of sides and corners. They measure lengths accurately using centimetres and can sequence objects according to their dimensions. Pupils have a good understanding of simple data handling techniques. For example, many pupils can use Venn diagrams to classify and sort hard and soft materials in science lessons. They enhance their work in geography by making clear block graphs of the numbers of pupils living in different types of houses.
- 102 The performance of eleven year olds in the 1999 National Curriculum tests was a little above the national average, although not as many pupils attained the higher Level 5 as did in either English or science. These results were an improvement over the previous two years and were good in comparison with similar schools.
- 103 The attainment of pupils currently in Year 6 is similar to the national average across the different aspects of mathematics. Most have a sound grasp of the four operations of addition, subtraction, multiplication and division, but they do not always show the confidence when solving numerical problems demonstrated by many Key Stage 1 pupils. Pupils make good progress in learning how to handle data of various types. In number work, the majority of pupils add 3 digit numbers successfully and can break down larger numbers into component parts so

that they can add, subtract and multiply them. They begin to recognise and use number patterns and to recall known number facts to help them calculate more quickly. The majority of pupils halve, double and treble numbers accurately. They can add numbers to one place of decimals and some begin to use two places confidently. When working on charts and graphs they use positive and negative numbers to plot accurate coordinates. Pupils experience a range of techniques for data handling while studying other subjects such as science, geography, and religious education. They construct bar and line graphs, make tallies and tables of information and are beginning to be aware of how conclusions which can be drawn from mathematical data. In work about probability they are able to express events in terms of 'likelihood' and 'unlikely', but some pupils have difficulty in translating this into the percentage of chance. They use a range of standard units of measure effectively for weight, length and volume, and many can calculate the perimeters and areas of simple shapes using algebraic formulae. Higher attaining pupils calculate the areas of complex shapes and know the formula for the areas of common geometric shapes, such as triangles. Pupils recognise axes of rotational symmetry and use the correct mathematical language to describe angles.

- 104 Pupils with special educational needs have appropriately small and achievable targets set in their individual plans, which are regularly assessed. Pupils who speak English as an additional language are appropriately placed within ability groups and given additional support by class teachers or support staff. At both key stages pupils with special educational needs and those with English as an additional language make very good progress towards the targets set for them in their individual plans.
- 105 With few exceptions pupils demonstrate good attitudes to the subject and behave well in mathematics lessons. The subject makes a good contribution to the pupils' social development by providing regular opportunities for them to work in pairs and groups to solve problems. Where work is insufficiently matched to pupils' abilities or the pupils lack confidence in the subject their progress slows. This is evident at Key Stage 2 where some pupils find explaining their strategies and giving reasons for choosing particular methods for making calculations very difficult. This is often the result of pupils having learned methods by rote in the past. This has not given them a full understanding of the concepts involved, and is something that the National Numeracy Strategy is designed to improve.
- 106 The quality of teaching is very good at Key Stage 1 and good at Key Stage 2. All the lessons seen at Key Stage 1 were very well taught and in almost half of those seen at Key Stage 2 the teaching was very good or excellent. Overall, teachers' knowledge of the subject and of the requirements of the National Numeracy Strategy is very good at both key stages. However there was one exception during the inspection when the format of the strategy was not fully followed and this lesson at Key Stage 2 was unsatisfactory. Teachers generally teach the basic skills of numeracy well and encourage pupils to use mathematical vocabulary correctly in all their verbal answers and explanations. Teachers' planning is thorough and identifies clearly the key vocabulary, questions and learning objectives. Well sequenced lesson activities enable pupils to rehearse and consolidate their skills and build soundly on their understanding. Generally, teachers' expectations of pupils are appropriately high but occasionally work is mismatched to what individuals need to learn next. This is demonstrated most clearly at Key Stage 2 where occasionally some teachers present all the pupils with the same work sheet and not enough attention is paid to pupils' differing levels of understanding. Teachers generally employ good strategies to ensure the involvement of all pupils. Key Stage 1 teachers make effective use of a range of equipment to support pupils' involvement, such as the use of 'number fans' to ensure that all pupils are responding during mental exercises. At Key Stage 2 resources are used less effectively and some pupils are able to opt out of the warm up session. Also the lack of practical resources sometimes fails to support pupils who need more visual aids to help them grasp the ideas being developed. At both key stages teachers question pupils well, generally demanding more than one word answers, and deepening pupils' understanding. Teachers maintain a brisk pace in lessons, which helps maintain a high level of pupils' interest and adds to the challenge. The good use of frequent assessment ensures that pupils move on in their learning at the appropriate times. A good example was seen in a Key Stage 1 class where the teacher reassessed the level of work provided for the pupils and changed their task during the lesson to provide more challenge.

- 107 There has been good improvement since the last inspection. The quality of teaching and learning is better at both key stages and significantly so at Key Stage 1 where teaching was judged to be unsatisfactory. Although the curriculum met statutory requirements there was insufficient teaching of data handling. This has been remedied at both key stages by incorporating the use of information technology. The National Numeracy Strategy has been successfully introduced and the coordinator's role has developed. While resources remain sufficient for the present curriculum they will need to be upgraded to allow for more practical approach of the National Numeracy Strategy.
- 108 Leadership in the subject is generally good. The curriculum has been assessed in the light of the National Numeracy Strategy and has been systematically evaluated to meet the needs of all the pupils and particularly those at Key Stage 2 who may have significant gaps in their knowledge. While monitoring of the curriculum has continued through analysis of teachers' planning and pupils' books the monitoring of the quality of teaching is less well developed. Regular assessments enable teachers to assign pupils appropriate levels of attainment and these are used effectively to plan the curriculum. However, the school does not have a clear picture of the factors that are having most impact on standards and this adversely affects its ability to set accurate and challenging targets for pupils' attainment.

SCIENCE

- 109 By the age of eleven pupils attain standards in science that are well above the national average. The inspection findings reflect the pupils' performance in the 1999 National Curriculum tests which was well above the national average and much better than that of pupils in similar schools. These results represent a significant improvement over the previous years two years brought about, in the main, by a much better quality of teaching. This encourages effective learning by pupils who bring very positive attitudes to their work. As a result pupils learn well and make very good progress at both key stages. The school analyses results and looks carefully at trends in attainment. This, along with a strong emphasis on the investigative element of science is leading to improvement in standards at both key stages.
- 110 By the end of Key Stage 1 standards are above average. Pupils understand the need for a fair test and know how to construct one. They are able to make sensible predictions, write them down and test them. They record their results carefully and draw logical conclusions. Pupils apply their literacy skills well in their writing and use accurate scientific vocabulary. For example, they use different forms of writing to record their work and learn vocabulary specific to the work they are doing. The majority of pupils know the difference between living and non living things and understand how to use simple classification systems. They know that exercise is important for the maintenance of a healthy body. Pupils successfully apply their knowledge of classification to their work on the properties of materials. They understand that materials have different uses depending on these properties. Pupils of all abilities have a good knowledge and understanding of the properties and uses of electricity. All pupils make effective use of their numeracy skills; for example, they estimate and measure the outcomes of investigations accurately.
- 111 By the end of Key Stage 2 pupils understand and use appropriate technical vocabulary. For instance, pupils use the terms sedimentary and permeable correctly and with understanding when describing the characteristics of rocks. They are able to take responsibility for planning, organising and carrying out their own investigations and experiments. All pupils know how to construct and conduct fair tests. They discuss their findings and record observations accurately using careful diagrams and line graphs. Most pupils carry out independent research confidently and take great care to ensure that their experiments are as accurate as possible. Pupils in Year 6 know the names and functions of the major internal organs of the body. They use 'classification keys' accurately for plants and animals and for different materials. They have a clear understanding of how light and sound travel and how the eye sees objects. Pupils' ability to record their findings in writing is well above the expectation for this age.
- 112 The quality of learning in science is very good. As they progress through the school, the pupils build effectively on their previous learning. This is particularly noticeable in their increasing

ability to plan, organise and carry out scientific investigations. All pupils demonstrate considerable increases in their knowledge and understanding of scientific ideas and concepts. The standard of the pupils' work at the end of Key Stage 2 reflects this rapid progress in learning. Pupils with special educational needs make very good progress and learn well. The very effective level of support for pupils who speak English as an additional language ensures that they learn well and make very good progress.

- 113 Pupils in all classes show much interest and enthusiasm for science. Pupils' attitudes to work are very good and they are highly motivated by the interesting work that teachers set. They concentrate very well and take considerable pride in their work. Pupils work very well together, discuss ideas sensibly and use a mature level of reasoning to solve problems. Pupils show excitement in the investigative work they undertake but they listen carefully, follow instructions and behave in a responsible and sensible manner. Pupils pay due attention to safety issues and share tasks fairly.
- 114 The quality of teaching in science is predominantly very good, and on occasions it is excellent. Teaching is never less than satisfactory. In all lessons teachers' planning has relevant learning objectives and clearly identified extension activities. The quality of teachers' intervention, questioning, discussion and challenge of pupils' thinking are hallmarks of this good teaching. All pupils have opportunities to discuss their findings. The pace of lessons is good. The relationships between teachers and pupils ensure a high level of commitment by pupils. Teachers give pupils regular opportunities to engage in their own research and to plan and carry out their own investigations. Lessons are well organised and teachers have suitably high expectations of pupils' behaviour and commitment. This helps to ensure that pupils make the progress and achievements that their teachers expect. The skilful management of well established routines provides good class control and discipline. There is a good match of work to pupils' levels of attainment with higher attaining pupils having suitable extension work. All teachers have good subject knowledge and understanding and are enthusiastic about their teaching. Teachers make good links to other subjects and take opportunities to extend pupils' literacy and numeracy skills well.
- 115 Overall good progress has been made in subject development since the school was last inspected. An effective policy is in place and the scheme of work details areas of work for different classes and age ranges. These documents give a good level of support and guidance for teachers and ensure that lessons build progressively on pupils' previous knowledge. The planning and organisation of the subject ensures full coverage of the National Curriculum. The coordinator monitors all planning and checks pupils' work on a regular basis. There is, however, no formal structure for the monitoring of teaching. Assessment of pupils' work in science is thorough and there is equality of access and opportunity for all pupils.

ART

- 116 Standards in art at the end of both key stages are good and above those normally expected of pupils of similar ages. Pupils achieve well and make good progress in a range of techniques as they move through both key stages. This is a significant improvement since the last inspection at which time standards at Key Stage 1 were unsatisfactory.
- 117 Pupils at Key Stage 1 develop good pencil and brush skills. They mix their own colours using powder paint and learn how to apply the paint effectively to create different textures. With their pencils, pastels and crayons they begin to learn about light and shade and how to apply them in different ways. When observing spring flowers they use water colours, pastels, crayons and painting inks to produce pictures of high quality which show how well they are beginning to observe shape, form and colour. Their artwork often supports other studies and, when looking at toys in history and design and technology, they use pastels and crayons very effectively to illustrate the topic.
- 118 At Key Stage 2 pupils use a range of art skills, and produce work of high quality. Younger pupils produce attractive African fabric designs using pastel and paint and make accurate observational drawings in pencil of the animals found on this continent. This work not only

supports the class topic but also forms an important step in developing their art skills in a meaningful way. Older pupils in the key stage use pencil effectively to illustrate the different kinds of homes lived in by the invaders and settlers of Britain. After a visit to Burnshall they explored the different colours that they could use to capture the true image of the scenes that they had encountered. The resulting pictures done in watercolours are of high quality and show how confident they have become in using these materials.

- 119 Pupils with special educational needs and those who speak English as an additional language have equality of access to all aspects of the art curriculum and in the work they do they achieve real success and increase their self esteem.
- 120 Observation of work around the school shows that the pupils' progress is enhanced through opportunities to re-visit a particular style, technique or skill and refine it over a period of time. At Key Stage 1 pupils' understanding of how to create effects, such as light and dark continues to develop as they make observational drawings of both natural and man-made objects. At Key Stage 2 this is extended as pupils explore the possible tonal qualities that can be achieved with soft drawing pencils. This is helping them to develop the skills and techniques they need to create depth and dimension when making observational drawings.
- 121 Pupils show real enjoyment in their art lessons. They concentrate well and work hard to produce quality pieces of work of which they are justifiably proud. In all classes teachers take great care of the finished products, mounting them carefully and giving them the status they deserve.
- 122 Art is well taught throughout the school and teachers are supported by an experienced, well informed and enthusiastic coordinator who values the hard work of her colleagues. There are good natural cross curricular links between art and other subjects and the artwork displayed does much to contribute to the ethos and the welcoming atmosphere of the school.

DESIGN AND TECHNOLOGY

- 123 Standards and pupils' achievements are sound at both key stages. This constitutes a satisfactory level of improvement since the last inspection when standards at Key Stage 2 were below expectations. However, the subject's development has been adversely affected by the long absence through illness of the coordinator. Consequently the improvements that have taken place have been due to the efforts of individuals rather than a coordinated whole school approach. The school does not yet have a cohesive scheme of work.
- 124 Despite this general lack of guidance for teachers, pupils at both key stages are given appropriate opportunities to design and make. Pupils at Key Stage 1, for example, make card puppets with paper fastener joints that enable the limbs to move. From this they gain an understanding of simple mechanisms and develop sound cutting and finishing skills. The animal puppets made by Year 1 pupils are particularly effective and show a good level of originality. By Year 2 pupils have a sound understanding of the use of materials. For example, they can explain why masking tape is a better than plastic tape if a model is to be painted. Pupils' retention of the ideas and processes they have been taught is good.
- 125 Design and technology projects at Key Stage 2 are effectively linked to work in other subjects, such as geography and science. For example, while studying sound in science older Key Stage 2 pupils were set the task of designing and making a tuned instrument. Pupils set about the task with enthusiasm and made a wide range of instruments from a variety of materials. These indicate that most pupils can use hand tools effectively and know how to join different materials together. However pupils' ability to evaluate products constructively and identify improvements that could be made is not as well developed.
- 126 Due to timetabling arrangements no design and technology lessons were taught during the period of the inspection but previous lesson plans indicate that a sound approach is taken to the teaching of the subject. This often involves the teaching of basic skills followed by an opportunity for pupils to practice and utilise what they have been shown. Year 3 and 4 pupils,

for example, have been shown how to make a frame upon which they can construct an 'African' mask. This teaching of good techniques enables pupils to be successful and to learn new skills at a satisfactory pace. While effective use is often made of design and technology to develop pupils' literacy skills, opportunities to develop numeracy are too often missed. For instance, few designs include dimensions, although when Key Stage 1 pupils are mixing ingredients in food technology weighing and measuring skills are developed well.

GEOGRAPHY

- 127 Standards in geography throughout the school are above average. This is the result of the good teaching, which enables pupils to study the subject in depth. Standards and teaching have both improved since the last inspection.
- 128 At the end of Key Stage 1 pupils are able to make plans of their routes to school and make maps of imaginary islands with simple coordinates. They use globes and maps effectively and can identify local features on aerial photographs. From their study of areas in and around school they are able to describe local characteristics and can talk about those that they would like to change. Pupils are aware of different types of housing in the locality and appreciate the facilities that might make a house desirable.
- 129 By the end of Key Stage 2 pupils can describe the stages of a river's history and understand the effects of water pollution when learning about the water cycle. They develop good mapping skills. Most can interpret the contours on a map recognising the how the terrain would appear from the closeness of the contours. In their study of an African settlement they learn to use an atlas to record their journey from Leeds to the village, correctly identifying the countries and cities that they might pass through.
- 130 Pupils' attitudes to the subject are positive and they ask interesting and searching questions which aids their understanding and contributes to the good progress they make. Key Stage 2 pupils' constructive approach to the study of an African village makes a very good contribution to their social and cultural development. Well conceived activities enable pupils to express their understanding and stereotypical views of third world countries as they see it in the media and through their knowledge of OXFAM. Teachers challenge these views very effectively, which enhances pupils' personal development considerably.
- 131 The quality of teaching is good. Teachers have a good knowledge and understanding of the subject and successfully incorporate literacy and numeracy skills into all activities. For example, literacy skills are developed when Key Stage 1 pupils make posters about selling their houses and Key Stage 2 pupils write to a child in an African village. Pupils make good use of the Internet to communicate with a nursery school in a Tanzanian town, and research facts about the country. They present data about the religions and ages of people in the country in bar graphs and pie charts. Teachers' planning is good and lessons provide good opportunities for pupils to work cooperatively. The tasks set are often adapted to meet the differing needs of pupils. For example, some worksheets provide more visual support for pupils of lower attainment, such as in the work on rivers at Key Stage 2. Teachers assess their pupils during lessons by questioning and observing their work. Assessments are used well to adjust lesson planning and to contribute to the end of year reports. Clear lesson objectives make a significant contribution to the assessment and make pupils aware of their own learning.
- 132 The leadership of the subject is good. Resources are audited regularly and each class has good basic equipment. The curriculum plans are monitored for coverage and preparations have been made for the introduction of the revised National Curriculum. The school also makes good use of the local environment and of other visits further afield.

HISTORY

- 133 Standards are good at both key stages and pupils achieve well. This is an improvement since the last inspection when standards were satisfactory.
- 134 Although no lessons were seen at Key Stage 1 it is apparent from the work that pupils have produced, and from talking to them, that they have a good understanding of the passage of time and of the concepts of 'long ago' and 'within living memory'. They understand how familiar objects have changed over time and can explain how the childhood of their grandparents was different to the one that they are experiencing. For example, pupils know that in the past many things that we now buy, such as gloves and socks, may have been made in the home. Pupils work indicates clearly the high level of challenge that teachers build into their lessons, with pupils expected to describe events in a good level of detail. For instance, they write about how devices such as irons and hot water bottles have changed with the passage of time. There is every indication that quality of teaching at Key Stage 1 is good.
- 135 This high level of challenge is also present in lessons at Key Stage 2 where the teaching is also of a good quality. Teachers plan carefully to ensure that pupils develop both knowledge of the past and the skills of historical investigation. Consequently pupils at Key Stage 2 are able to view events from different perspectives and make informed judgements about the evidence in front of them. For example, older pupils show good understanding when describing the Viking attack on Lindisfarne from both the monks' and Vikings' viewpoints. Year 3 and 4 pupils are able to make informed and detailed comparisons of past and present, such as our modern lifestyle with that of people in Tudor times. This balance in the curriculum between factual understanding and skills development has been established since the last inspection and is another indication of the improvements in teaching and learning that the school has made.
- 136 In class discussions teachers take great care to counter any stereotypical opinions and this has a very positive effect on pupils' attitudes to others. A good example was seen in a Year 6 lesson in which, through the teacher's careful explanations and questions, pupils were able to see that their own very comfortable lifestyle might be viewed very differently by future generations, as they were currently viewing that of the Anglo-Saxons. Pupils with special educational needs and those who speak English as an additional language receive full access to the interesting and stimulating activities that teachers provide and make very good progress. The quality of teachers' marking is very good. They identify clearly for the pupils what has been done well and what can be improved in the future. Teachers make good use of the natural links that occur between history and other subjects, particularly English and mathematics. Reading, writing and number skills are developed well through the writing of reports, researching of information and the calculation of time spans and sequences. Pupils' attitudes to the subject are good. They are keen to learn about the past and readily put forward their ideas and opinions during discussions.

INFORMATION TECHNOLOGY

- 137 Standards in information technology by the age of eleven are broadly average. This is a satisfactory improvement since the last inspection when standards were below those expected.
- 138 By the age of seven most pupils demonstrate above average skills when using the computer and have good knowledge of the range of functions it can perform. They can call up programs from the hard disk and save their own work onto a floppy disk. Pupils of all ages have a floppy disk of their own, which helps to develop their independence and gives them opportunities to revisit work to continue or improve it. When word processing many Year 2 pupils use the keyboard at a good speed, using a range of keys effectively and changing the size and style of the letters. A minority of lower attaining pupils are less familiar with the keyboard and need assistance when they need to make changes to their text. Pupils are familiar with a range of programs. During the inspection pupils were using a graphics program well to 'paint' flowers on the computer which they could then print off and make into Mother's Day cards. They made very good use of the range of facilities the program provided, changing colours and images quickly and with control. Pupils took a great deal of care with their work and the end products were of very good quality. Year 1 pupils make a good start by learning how to control different forms of technology. For example, most can program a floor robot to move backwards and

forwards at their command. Throughout Key Stage 1 pupils, including those with special educational needs or who speak English as an additional language, achieve well in this subject.

- 139 The skills and understanding of eleven year olds are average for their age. The improvements to teaching and learning that the school has made are not yet fully reflected in the work of these older pupils and, while achievement is now higher at Key Stage 2 than it was, it is not as high as that found at Key Stage 1. By the age of eleven most pupils have a satisfactory level of confidence in front of the computer, but their general enthusiasm for the technology and their level of independence is notably lower than that of the seven year olds. Most Key Stage 2 pupils can use the word processing facilities of the computer to produce text of a satisfactory standard and older pupils have begun to combine text and pictures in their work. At present pupils are assembling 'time lines' as part of their history study of ancient Britain. Most are able to construct the framework upon which to build the timeline and select and import suitable graphics from the computer's hard disk. However, a minority of lower attaining pupils do not have the skills needed to do this efficiently and need frequent assistance. This linking of work in information technology with other subjects is a very positive feature of much of the teaching. This is particularly effective in extending pupils' literacy and numeracy skills.
- 140 Older Key Stage 2 pupils know how to program an on screen robot to make it draw a variety of geometric shapes, and higher attaining pupils can use computer linked sensory equipment to monitor temperature change over time. Younger pupils at Key Stage 2 have most of the basic skills expected of the age group. They know how to access the programs they want to use and how to retain and print their work when they have finished. Most pupils have the understanding and mouse control needed to manipulate text effectively. For example, they know how to move blocks of text by highlighting, cutting and pasting. One very positive aspect of pupils' learning is their confidence and ability to use the Internet. A good proportion of Key Stage 2 pupils are able to search the Internet for information to aid their learning in history, geography and a range of other subjects. While doing this pupils' literacy skills are effectively extended, particularly those associated with the reading of reference materials. With a little assistance pupils communicate regularly by email with a school in Tanzania. They show a high level of interest in this aspect of information technology and gain much from using it. Across Key Stage 2 as a whole pupils' achievements are satisfactory. Pupils with special educational needs and those who speak English as an additional language receive very effective support and achieve well.
- 141 At Key Stage 1 the teaching is good. Pupils are given a thorough grounding in the basic skills and are provided with regular opportunities to practice them. Teachers give clear instructions and support pupils well as they are working, often asking well judged questions or giving advice to encourage pupils to think about how they could improve their work. Pupils respond positively to the interesting tasks that they are set and make good progress. They behave well and show high levels of interest. The teaching at Key Stage 2 is satisfactory overall and occasionally good. Lessons are carefully planned and pupils are given a clear understanding of what they have to achieve. In some lessons the objectives are the same for all pupils and opportunities to extend the higher attaining pupils are missed. Key Stage 2 teachers give detailed and comprehensive instructions. However some pupils have difficulty retaining the information and there are often no written instructions to which they can refer. Relationships between teachers and pupils are good and pupils who have forgotten readily ask for and receive further help, but this reduces the efficiency of the teaching. Most pupils concentrate hard and retain their attention for long periods. Teachers are appreciative of pupils' efforts and readily praise them for their efforts. Pupils' progress at Key Stage 2 is satisfactory.
- 142 Teachers' own knowledge and understanding is satisfactory overall, but some have difficulty with the older type of computers that equip the school's information technology classroom as these differ significantly from the personal computers that they are more familiar with. This is a difficulty shared by a many of the older pupils who find that the skills they are acquiring by using their own computers at home often have to be changed to operate the school's computers. The subject coordinator has written detailed and well conceived action and development plans, which have yet to be implemented. These include replacing the older type computers with modern personal computers as part of an extensive programme of development. The plans also incorporate a major national initiative, which would also provide training and support for teachers and further strengthen their subject knowledge. The school has a small number of

modern personal computers, mainly acquired through sponsorship. Most of these are set up in the school library, where a very effective classroom assistant teaches their use to small groups of pupils. She also provides good technical support for teachers and helps to ensure that the school's equipment is kept operational and in good condition.

MUSIC

- 143 In both key stages standards are average and pupils' achievements are satisfactory. Improvement since the previous inspection is satisfactory overall.
- 144 At the end of Key Stage 1 pupils achieve standards similar to those expected for pupils of seven years of age. They have a satisfactory level of skill when playing percussion instruments to accompany songs. Most pupils sing well and maintain correct tune and rhythm against a beat accompaniment. Pupils listen carefully to each other as they play and sing. They use tuned instruments such as xylophones confidently to compose melodic accompaniment and practise and work hard to improve their performance. At the time of the last inspection standards at Key Stage 1 were low. Good improvement has been made in the interim period.
- 145 Key Stage 2 pupils achieve standards similar to those expected for eleven year olds. By the end of the key stage their singing skills are good. Most pupils maintain the correct pitch and rhythm when they sing in two parts against an ostinato beat. Pupils understand the need for correct posture and control their voices well. The majority of pupils compose graphic scores to a satisfactory standard. They listen carefully and attentively to music and can identify the instruments that are being played. An example of this is during an assembly when the pupils correctly identify the stringed instruments in Mozart's 'Clarinet Quintet'. The school has maintained satisfactory standards at Key Stage 2 since it was last inspected.
- 146 Throughout the school pupils make satisfactory progress in music. Pupils learn new skills as they develop their ability to sing and play instruments. They work hard to improve their singing and performing skills, but are given too few opportunities to learn about famous composers and this reduces their progress. Pupils who attend the lunchtime recorder club make good progress in playing of this instrument. Pupils with special educational needs and those who speak English as an additional language make good progress at both key stages in developing and increasing their musical skills.
- 147 Pupils respond well to music throughout the school. They enjoy singing, show respect for the efforts of others and respond well to their teachers. Pupils at Key Stage 1 have positive attitudes, concentrate well and show determination to succeed. Key Stage 2 pupils show good levels of perseverance and concentration as they work hard to improve their singing and instrument playing. Pupils cooperate very well together, are enthusiastic and eager to learn.
- 148 The quality of teaching is good. Teachers have good subject knowledge, are confident in their teaching of music and have high expectations of pupils' achievement. They are lively and enthusiastic in their teaching, which enthuses and motivates pupils to learn and achieve well. Teachers ensure that the pupils enjoy their music and make learning fun.

PHYSICAL EDUCATION

- 149 Standards in physical education are good at both key stages and pupils achieve well.
- 150 At the end of Key Stage 1 pupils demonstrate balance and poise in their dance lessons. They travel with jumps and turns in response to music and are able to maintain control. Pupils can change their movements appropriately in response to the rhythm the music.
- 151 Key Stage 2 pupils play a range of games including netball, football and rugby. They make good progress in their understanding of the rules of sport and develop positive attitudes of fair play. In dance they develop sequences which demonstrate well the flow of the Zambezi River and are able to explore the feelings of prey and predators along its bank. They show increasing

sensitivity to the mood of the music.

- 152 Generally, pupils behave well at both key stages although occasionally pupils at Key Stage 2 have some difficulty in maintaining their self control in large spaces. However, their attitudes to the subject are very positive and they work well together in pairs and in small groups. At both key stages the teaching is good. Teachers have a good knowledge of the subject and are well supported by schemes of work, which have an appropriate emphasis on health and safety and personal development. Teachers incorporate these elements into their planning and lessons have an appropriate structure. Pupils are very aware of the effect exercise has on their bodies and at Key Stage 1 they describe breathlessness and a faster heartbeat while linking physical education with science. Teachers have high expectations of pupils' behaviour and attitudes and make these very clear throughout lessons. The careful preparation of equipment ensures that the minimum amount of time is spent on organising resources and the maximum time on physical activities. Where the lessons are less effective the pace is slower, allowing pupils to lose concentration. All pupils participate fully in the lessons and the planning for pupils with a statement of special needs is detailed ensuring their full inclusion in all parts of the lesson.
- 153 The school's curriculum covers all aspects of the National Curriculum including swimming. In Year 4 all pupils have weekly swimming lessons and, by the end of the year, the majority can swim 25 metres. There is a good range of extra curricular clubs for team games and country dancing, which are available for different ages and boys and girls. These are well supported and make a significant contribution to the social development of the pupils. The school has recently been awarded a certificate for Fair Play which many pupils demonstrate in their sporting activities but which also permeates the school ethos. Teachers monitor the pupils' performance and use these assessments to plan lessons that build successfully on previously learned skills.
- 154 Leadership of the subject is very good and the staff enthusiasm is evident in the range and quality of the curriculum. The coordinator has diligently researched ways in which the curriculum can be developed through sponsorship and in which the school can increase its resources. The accommodation is good with the gymnasium providing a large indoor teaching area and the field and playgrounds provide good outdoor areas. Parents also make a significant contribution to the subject in their support of the teams and in the provision of equipment. Resources are good and easily accessible to staff.

RELIGIOUS EDUCATION

- 155 At the end of both key stages pupils achieve standards that exceed the requirements of the locally agreed syllabus for pupils of seven and eleven years of age. This represents a good level of improvement since the previous inspection when standards were judged to be satisfactory.
- 156 Pupils at Key Stage 1 learn about special books and special places. Pupils in Year 2 know that the Bible is a special book for Christians and that it has two parts to it, the Old and New Testament. They know that the stories of Jesus are in the part called the New Testament. Pupils know that a church is a special building because it is the home for the Christian community and that the Hindus also have special places of worship. Pupils learn about the life of Jesus through listening to the parables and learning about important festivals in the year, such as Easter. Whilst studying the stories of Jesus they are often asked to reflect on their own lives and experiences and to talk about 'sadness' or 'things that we should be thankful for'. They know that baptism is a welcoming ceremony, that it signifies becoming a member of the Christian family and remembers the baptism of Jesus. They have a good understanding of the development of Christianity and relate this effectively to their understanding of the meaning of belonging to a community.
- 157 By the age of eleven pupils have developed and extended their knowledge of Christianity and other world religions. In discussion with the teacher they are able to identify similarities and differences between Christianity and the Jewish faith. They learn about the festival of Purim and discuss the meaning of the word 'persecution' in a very mature way, relating it to other

events such as racial harassment and the holocaust. All pupils show a good understanding of the application of Christian values to everyday life and can give clear definitions of what is good and what is bad. They understand the implications of making a particular choice and what temptations are and how we can resist them. They clearly understand the need for rules and the need for people to be responsible and to obey them. A strong feature of the religious education curriculum is the use of everyday experiences used to reflect on or illustrate particular learning points.

- 158 Pupils make good progress in their learning about different religions and are developing a good understanding and awareness of the similarities and differences between them. For example, Key Stage 1 pupils make significant gains in developing their understanding that all religions have special books and artefacts and that they celebrate similar events. By the age of eleven, pupils show an ability to use and apply ideas they learn from religious practices. Pupils increasingly understand the need to care for others as well as themselves. Pupils with special educational needs and those who speak English as an additional language receive effective support in the classroom. This enables them to make very good progress in their work.
- 159 Pupils respond well to work in religious education at both key stages. They show respect for the ideas and opinions of others and are confident in sharing their thoughts. They are enthusiastic and eager to put forward their own ideas. At Key Stage 1, pupils concentrate well and ask sensible questions. Pupils at Key Stage 2 discuss feelings and emotions at a mature level and cooperate well together. They relate well to their teachers and to each other. Pupils in Year 5 are sensitive to the feelings of other pupils and value each other's thoughts and ideas. They have good levels of motivation to learn and enjoy the depth of challenge in their work.
- 160 At both key stages pupils use and apply their writing skills to produce interesting pieces of work about religious events and ideas. They have a good vocabulary of words related to different religions and use these confidently in both their written work and in discussion.
- 161 The teaching of religious education is good. Teachers are confident in the subject and prepare their lessons thoroughly. They give careful thought to providing a calm and reflective atmosphere for the teaching of religious education when this is appropriate. At other times they introduce lively role play into lessons to illustrate a celebration or to examine conflict. Teachers' planning follows the locally agreed syllabus for religious education and gives appropriate attention to all the areas of learning. The school provides a wide range of opportunities for pupils to become aware of the religious elements in life and, on many occasions, teachers encourage pupils to reflect on their own experiences and to relate them to those of other people.