

INSPECTION REPORT

MORLEY NEWLANDS PRIMARY SCHOOL

Morley

LEA area: Leeds

Unique reference number: 107838

Headteacher: Mrs. C. Congreve

Reporting inspector: Mrs. G. Crew
22837

Dates of inspection: 2nd – 5th July 2001

Inspection number: 192451

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Wide Lane Morley Leeds
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Appropriate authority:	Governing Body
Name of chair of governors:	Ms. J. Jackson
Date of previous inspection:	13 th January 1997

Team members			Subject responsibilities	Aspect responsibilities
22837	Mrs. G. Crew	Registered inspector	History Music Foundation Stage of learning	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management Key issues for action
19567	Mrs. M. Malin	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and personal development Partnership with parents and carers
22759	Mrs. H. Jones	Team inspector	Mathematics Religious education	
31963	Mr. M. Padmore	Team inspector	Information and communication technology Art and design	Quality and range of opportunities for learning
22778	Mrs. A. Shannon	Team inspector	Science Design and technology Geography Special educational needs Equal opportunity	
2200	Mr. J. Stirrup	Team inspector	English Modern foreign languages Physical education English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The number of pupils on roll of this community primary school is 372, which is larger than other primary schools. The nursery offers places for 39 pupils in both the morning and afternoon session. The school mainly serves the local housing estate, which is a close knit community. The ethnic background of pupils is mainly white European. There are three pupils for whom English is an additional language. Attainment on entry to school is generally well below the nationally expected levels, with many children having very low levels of language and personal development. Children begin school part-time when they are three and leave in the year they are eleven. The number of pupils eligible for free school meals is 21 per cent, which is above the national average. The number of pupils on the register of special educational need is 17 per cent, which is broadly in line with the national average. The majority of these have moderate learning difficulties, although there are a number of pupils with profound and multiple learning difficulties and physical impairment. There are eleven pupils with a statement of special educational need; this is above the national average figure. A significant number of pupils join the school part of the way through their school career.

HOW GOOD THE SCHOOL IS

This is a very good school with outstanding features. The headteacher, her deputies, staff and governors provide a stimulating learning environment that promotes academic and personal development to high levels. As a result, the school is successful in creating a happy, caring community in which each pupil is valued for their individuality and contribution to the school. Teaching is very good overall and results in pupils learning the right things and making very good progress by the time they leave the school. In comparison with similar schools attainment in Year 6 is above average in mathematics, well above average in English and in the highest five per cent in science. The headteacher and staff have a strong vision for taking the school forward and a series of strategies for even further improving standards have been put into place. Very good use is made of the financial resources available to help pupils learn well and the value for money provided by the school is very good.

What the school does well

- The reflection of the school's aims and values in all that it does is outstanding. Very good leadership and management promote this.
- Provision for the care of pupils, including their welfare, is excellent.
- Music provision is excellent and contributes significantly to raising pupils' confidence and self esteem. Every pupil has the opportunity to be a musician.
- The provision made for pupils' personal development is very good. This is the building block from which the pupils learn and includes very good social and moral development.
- The Foundation Stage provides nursery and reception-aged children with a very good start to education.
- The quality of teaching and learning is very good overall. Pupils are taught basic skills very well through effective strategies. Pupils are encouraged to do their very best and have very good attitudes to school. Their achievements are very good by the time they leave the school.
- The range of activities available outside lessons is very good and contributes very well to pupils' academic learning and personal and social development.

What could be improved

- There are no key issues for the school to address. Inspectors confirm the priorities identified for further improvement within the development plan are appropriate.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in 1997. Effective action has been taken to improve on the key issues identified. Improvements in the consistency of planning, staff development, the provision of resources for literacy and the work that the school does in evaluating its performance have all had a positive effect on standards. Members of staff have also implemented national initiatives, such as literacy and numeracy, well and have reviewed provision for information and communication technology to be taught more effectively. The focus the school has placed on developing pupils' basic skills has improved attainment and all pupils, including higher attaining pupils and those with special educational needs, are achieving very well by the time they leave the school. Despite the increase in the number of pupils who join the school after Year 2, the very good levels of behaviour and attitudes have been maintained. The quality of teaching has improved and all lessons observed were satisfactory or better. Assessment procedures have improved significantly. Information is being used very effectively to inform target setting and monitor progress. Provision for music was a strength of the school at the time of the last inspection and it is now even better. In addition, there have been significant improvements in religious education and science. Very good management has been sustained and members of staff continue to work together very co-operatively as a team. As a result, the care given to the pupils is outstanding. The shared commitment to further improve the school is very good.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	B	C	C	A
Mathematics	B	C	C	B
Science	B	A	A	A*

Key

Well above A

average above B

average C

Below average D

Well below average E

When they start Year 1, the majority of pupils achieve standards in all areas of learning that are generally average for their age, although there are some children who achieve above or below the expected levels. In the year 2000 tests and assessments pupils in Year 2 attained above the nationally expected levels in reading and mathematics and in line with the average in writing. In Year 6, attainment was in line with the national average in English and mathematics and well above in science. In comparison to similar schools the pupils are doing well in mathematics by the time they leave the school, very well in English and in the top 5 per cent science. Over the past three years, the trend in improvement in the school's average scores was above the national trend. Where standards have improved this is due to early intervention, focused teaching, additional teaching groups, homework clubs and high levels of very competent non-teaching staff to support pupils' learning. The school has set suitably challenging targets for further improving numeracy and literacy. The results of the year 2001 tests and assessments confirm that these have been exceeded. In particular,

the school achieved very well in science with all pupils attaining the expected level and 50 per cent attaining the higher level, level 5. Work seen during the inspection was consistent with this trend in these subjects. Science, music and religious education are particular strengths and pupils' attain high standards. Standards in art and design, design and technology, geography, history, information and communication technology and physical education are in line with expectations. The school is fully inclusive in all that it offers and pupils of all abilities have work set at appropriate levels. By the time they leave the school, pupils have generally achieved very well overall in relation to their attainment on entry.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes and are very enthusiastic about school. This makes a significant contribution to learning.
Behaviour, in and out of classrooms	Very good behaviour throughout the school flows from the strong ethos, high expectations and attention given to moral and social development.
Personal development and relationships	Very good relationships are characterised by respect, politeness and trust. Personal development is very good and reflected pupils' maturity.
Attendance	Attendance rates are satisfactory.

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	Very good

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

The quality of teaching is very good and has improved since the last inspection. All teaching seen was satisfactory or better. Good teaching was seen in 49 per cent of lessons and in 24 per cent of lessons teaching was very good. Eight per cent of lessons were excellent. These were powerfully delivered and inspirational. Expectations of the pupils were very high and challenge was given throughout lessons. Pupils' interest and concentration were maintained and they made very good progress. A strength of teaching overall was the knowledge teachers and support staff have of how pupils learn. Staff provided appropriate activities that enabled all pupils to make progress. An appropriate range of activities was planned for the different abilities in the class. This resulted in pupils improving their knowledge and understanding in a structured way that enabled them to make good progress. Lessons were generally taught with enthusiasm and the pupils were inspired to do well and give of their best. As a result, the pupils made good or very good progress in the majority of lessons. Teaching of English, mathematics and science was very good overall. Teachers provided opportunities for pupils to use literacy, numeracy and information and communication technology skills to support learning across the curriculum and make use of their basic skills. The teaching of music is a particular strength of the school. The teachers responsible and the music instructor have very good subject knowledge. Teaching of music was challenging and exciting, and as a result pupils were

motivated and inspired. This led to very good learning and the high standards reached. Teaching at the school meets the needs of all the pupils very well and contributes to the standards being achieved.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is very good in the Foundation Stage and good across the rest of the school.
Provision for pupils with special educational needs	Very good. Work is matched to pupils' needs in class and a very good level of specific additional support is given to individual pupils. Management of provision is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for promoting moral and social development is based on valuing each pupil's individuality. Pupils have a good knowledge of culture and this is developed through the subjects of the curriculum.
How well the school cares for its pupils	Very good. The level of personal care given to pupils is outstanding. Procedures for assessment and for monitoring and supporting academic progress are very good.

Particular strengths are the focus given to providing a language rich curriculum, the development of key skills for learning and provision for pupils' personal development in order that pupils can make the best progress possible. The school works very well in partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and is a major force behind the school's excellent ethos. Other members of the senior team have clearly defined roles and very effectively contribute their own particular strengths to management. Co-ordinators have a good understanding of the strengths and weaknesses in their areas of responsibility.
How well the governors fulfil their responsibilities	The governors understanding of the school is very good. They contribute effectively to management and fulfil their responsibilities well.
The school's evaluation of its performance	Monitoring and evaluation are very good. There are secure procedures in place for identifying strengths and weaknesses and for acting to improve areas highlighted for improvement.
The strategic use of resources	The use of financial resources, including specific grants, is very good. The school applies the principles of best value very well, especially in the provision of a relevant curriculum for all pupils.

Adequacy of staffing is very good. Accommodation and resources are satisfactory overall, although there are weaknesses in some areas.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school is well led and managed.• Children like school and they make good progress.• Teaching is good and the school has high expectations of the pupils.• Children are helped to become mature and responsible.	<ul style="list-style-type: none">• The parents did not raise any significant concerns.

The inspectors uphold the positive views of the parents and found that their views of the school are very supportive.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. All children begin the Foundation Stage in the nursery on a part-time basis. They transfer into the reception classes at the beginning of the year in which they are six. Information from the results of initial assessments of what pupils can do early after they have settled into nursery indicate, and inspection evidence confirms, that children's attainment is generally well below the expected level when they start school. However, the attainment of a significant number of children is very low in the key areas of personal development and language and literacy. These levels are lower than at the time of the last inspection and the number of pupils entering the nursery with identified special educational needs is increasing.

2. In the most recent tests for which comparative data is available, year 2000, standards attained by seven year olds were above the national average overall in reading and mathematics and in line with the average in writing. In comparison with similar schools, they were well above average in reading and mathematics and above in writing. Overall, this represents an improvement since the last inspection when standards were reported to be not significantly different from the average. The percentage of pupils reaching the higher level, level 3, was below the national average in writing. Higher attaining pupils are under-achieving in this aspect. The school has a set a priority to improve this so that standards are compatible with the other elements of the subject. In the teacher assessments of science, results were above the national average.

3. In the year 2000 tests, results for eleven year olds were in line with the national average in mathematics and English, with a relative weakness in writing. In science, standards were well above the national average. In comparison with similar schools, results were well above average in English, above average in mathematics and in the highest five per cent in science. Over the past three years, the trend in improvement in the school's average scores was above the national trend. This represents an improvement from those reported in the last inspection. As in Years 1 and 2, the school priority is to raise standards, particularly the number of pupils achieving higher levels of attainment in writing.

4. Throughout the school pupils are taught the appropriate curriculum for their age and are also ability grouped so that all tasks can be pitched at a level appropriate to their needs. This allows all pupils to be challenged to achieve their individual best and make very good gains in their learning. Very good use is being made of available statistical data to predict how well pupils will do. For example, the school set suitably challenging targets for improving standards further in year 2001 and results from the most recent tests show that these have been exceeded. In particular, the results show that all pupils attained the expected level in science with 50 per cent of pupils attaining the higher level, level 5. This is due to the high focus on developing pupils' investigative skills and their knowledge of how to interpret data.

5. The school sets challenging targets for pupils individually so that their prior learning is built on systematically and they make the best possible progress throughout the school. As a result, teaching is more focused and this had a positive effect on the standards achieved. It has also increased the pupils' understanding of what they need to do to improve and helped them to achieve better standards. Additional teaching groups, homework clubs and high levels of very competent non-teaching staff to support learning

have also had an effect on the level of pupils' achievement. The majority of pupils enter the nursery with well below average academic skills; with a significant number of pupils having very low levels of language and personal development, and leave with above average standards in the key subjects. Pupils' achieve very well and are doing better than you would expect given the levels of attainment on entry to the school. For example, analysis of school data shows that the overall progress of last year's Year 6 between the end of Key Stage 1 and the end of Key Stage 2 was above average, an indicator of very good achievement. There is no significant difference between the achievement of boys and girls.

6. Pupils with special educational needs and those for whom English is an additional language learn and achieve well. This is because the teachers know the pupils very well and the pupils themselves have very good attitudes towards their learning. Progress over time is at least good, with the majority of pupils achieving at a very good and sometimes excellent level in individual lessons. For example, all pupils attained the expected level in science at the end of Year 6 for the past two years and this is a significant achievement. Progress of pupils with special needs is monitored through their individual education plans, which have suitable detail and clearly defined targets, through continual assessment in the classroom and through the involvement of outside agencies. The school is successful in fostering the achievement of the small number of pupils with English as an additional language. Pupils have clear targets, which focus on areas for improvement. Teachers, classroom assistants and nursery nurses provide pupils with good support, which enables them to make very good progress relative to their individual needs. The school has identified higher attaining pupils at the end of Year 6 and a programme of work for them has been developed. This is to be extended throughout the key stage in the next academic year.

7. The inspection judges standards to be in line with expected level in writing and above the expected level in reading and speaking and listening by the time pupils are eleven. Time is given to developing pupils' speaking and listening skills from the time they start in school and they become more confident to talk in front of an audience. By the time they are aged seven, pupils' language has developed and they have extended their vocabulary and respond to questions with increasingly complex sentences. In Years 3 to 6, pupils are generally confident to contribute their ideas and opinions to class discussion, although a small number who have specific special educational needs do not have such a wide vocabulary. Pupils benefit from regular opportunities to read. In Years 1 and 2 the lower attaining pupils have more confidence when reading in groups than individually. By the time they are in Year 6, pupils' reading skills are well established and they have a good knowledge of literature. Pupils' handwriting is frequently formed well by the time they are aged seven. By Years 5 and 6 standards of handwriting are almost always at the expected level for pupils of this age. Work seen shows that a significant number of pupils have developed good flair and personal style when writing. By the time they are eleven, pupils write for a range of purposes and this is frequently linked to work in other subjects. However, the opportunities for pupils to draft and re-draft their work are not given with regularity and this limits progress to the higher levels of attainment.

8. Inspection findings judge that pupils attain above the expected level by the time they leave school in mathematics. By the age of seven, pupils have a secure grasp of number. They know the standard written methods for addition and subtraction and work with numbers to 100 with confidence. They identify odd and even numbers and use money with confidence. They name and identify the main features of a wide range of shapes and measure and draw accurately to whole centimetres. Lower attaining pupils are less secure in their skills and generally work with smaller numbers. By the age of eleven, all pupils are very confident in using numbers. They have a secure grasp of the standard processes of

arithmetic. They multiply and divide decimals and order numbers correctly to three decimal places. Pupils use appropriate terminology, for example, numerator and denominator. Pupils of average ability are able to discuss the relationships of fractions, percentages and decimals. Lower attaining pupils have a good working knowledge of the four rules of number. They can multiply accurately, work out fractions of a number and can measure angles using a protractor.

9. The amount of time given and the focus on pupils observing, investigating and experimenting for themselves contributes to them achieving very well in science. They attain well above the expected level by the time they are eleven. Pupils aged seven years show an interest in their studies, for example, how an electrical circuit works, and they know how to complete a simple circuit. Pupils learn the correct knowledge about their senses and how they help them to be aware of the world around them. Pupils confidently make a hypothesis and consider how an investigation could be made better. They suggest modifications to tests to make them fairer. Pupils build on their experience and conduct investigations where one of the components is changed while the others remain the same. They make sensible predictions before carrying out investigations. By Year 6, pupils have a thorough understanding of a fair test and write up the investigation in a scientific manner using the technical terms of prediction, method, result and conclusion. Across the key stages, pupils use graphs and charts and apply their numeracy skills to record data.

10. Standards achieved in information and communication technology are in line with the expected levels for pupils aged seven and eleven. From the time they begin school pupils are learning the right things. For example, by the time they are seven pupils use a graphics package well to support what they are learning in art. They use desktop publishing skills successfully and make good progress in learning about ways in which information is stored. They share this information with others in the form of charts using a facility from the database software. They know how to control the movement of a robotic machine along a predetermined path. By age eleven, pupils use a computer to help the drafting and redrafting process in their literacy work. They combine images and text using desktop publishing software. They understand how sensors can be linked to computers to sense changes in their immediate environment. Pupils have adequate knowledge of database work, but there are presently no facilities for them to search for information over the rich resource of the Internet. Pupils learn that information technology can be used to simulate real situations.

11. In art and design, design and technology, geography, history and physical education standards are in line with expectations. This reflects the level of standards at the time of the last inspection. Following the last inspection the school focused on raising standards in the key subjects of English and mathematics and for higher attaining pupils. The latest initiatives for improving standards in other areas is yet to have a significant impact on standards attained at the end of the key stages. At the time of the previous inspection, geography was not a strong subject and the report stated that many pupils could do better. During this inspection, all pupils were achieving well and building on their prior attainment appropriately. Standards in music were reported to be above the expected levels by the end of Year 6 in the last inspection report. The school has continued to build on the strengths of the subject and attainment is now well above expectations at the end of Years 2 and 6. Standards in religious education were in line with expected levels at the time of the last inspection. There has been significant improvement in planning. Lessons now match the aims as set out in the locally agreed syllabus, which provides clear guidance to help staff with their planning. The confidence teachers have in teaching religious education has resulted in improved expectations of what the pupils can achieve. Standards attained are now above expectations by the time pupils are seven and eleven.

Pupils' attitudes, values and personal development

12. The pupils' very good attitudes are a strength of the school and this has been maintained since the last inspection. The ethos of the school leads to all pupils developing a very good, and sometimes excellent, attitude to school. Pupils enjoy coming to school and they made that clear when they were spoken with during the inspection. Pupils show they are comfortable and secure within the environment created by members of staff and this contributes very well to their learning. Pupils are well motivated towards school and their work. They arrive on time and are ready to start the day with enthusiasm. They are happy to talk about what they are doing and take great pride in showing their work. These positive attitudes encourage pupils' learning. The school has an inclusive approach to pupils who have English as an additional language and those with special educational needs, and sees all pupils as an integral part of the school community.

13. The majority of pupils' behaviour is very good in class and around the school and several pupils in all year groups displayed excellent behaviour much of the time. Pupils move calmly and quietly through rooms, and they are friendly and polite to visitors, staff and also to each other. They work very well together in pairs or small groups and share equipment well.

14. Pupils' personal development is very good. They are given a range of responsibilities in school, for example as milk monitors in each class, taking the dinner register to the office daily, distributing books and materials in class and clearing up at the end of the day. The duty roster is made up each Monday and pupils have the responsibility for that week. Year 6 pupils volunteer to run a tuck shop twice daily. They are also involved in programmes to help much younger pupils, for example, to do up their shoes and take care of themselves. All pupils take the responsibility for clearing up in the dining room following their lunch. The majority of pupils also show responsibility and initiative for their own learning, for example, in the organisation of their work and in the selection of resources to help them in class. Pupils understand school and class rules and they display a clear sense of right and wrong. Very good personal development assists pupils to focus on their learning and to make very good progress overall. Relationships throughout the school, between pupils and with staff are very good. Staff are very good role models and this encourages pupils' very good behaviour and also their attitudes to learning.

15. Over the last three years the school has improved the attendance rate from below average to the present rate of attendance, which is satisfactory at 94.7 per cent. The very good attitudes pupils have to school, including pupils with special educational needs, contribute to the levels of attendance as they want to be in school and this maximises opportunities for learning. All non-attendance is appropriately investigated by staff and monitored.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The quality of teaching was very good overall because the school is inclusive in its approach to teaching all pupils. The staff have high expectations of what pupils can do, tasks set build on what pupils know and can do progressively, challenge is built into lessons, good behaviour is expected and there is a high level of well informed non teaching staff in all classes. The focus on teaching basic skills and the ability of staff to do this very well contributes to pupils' achievements. The use of specialist staff and individual specialisms, for example music, also contributes very positively to learning.

17. The quality of teaching has improved since the last inspection when teaching was good overall and some unsatisfactory teaching was seen. Since the last inspection there has been an increased emphasis on developing effective teaching and learning, particularly in raising expectations of what pupils can do. Improved monitoring has led to a developing a culture of discussing strengths and weaknesses and acting upon this has improved the quality of lessons. Consideration has been given to the provision of non-teaching support in the classrooms and high levels of staffing ensure that all pupils have the best support possible with learning.

18. In lessons for pupils in the nursery and reception classes, 76 per cent of teaching was good or better. Very good teaching was seen in 41 per cent of lessons and one music lesson, taught by the class teacher and the music instructor, was excellent. In this lesson, teaching was challenging and exciting and the knowledge the staff had was a significant strength. The pupils were motivated and inspired. As a result, pupils were very interested and showed levels of concentration that are rare in children so young. The strength of teaching in the Foundation Stage was in the knowledge teachers and support staff have of how young children learn. As a result, the staff provided appropriate activities that enabled the pupils to make good, and sometimes very good, progress.

19. In lessons for pupils aged up to seven, 73 per cent of teaching was good or better, with 31 per cent very good and one excellent lesson was seen. Where teaching was most effective an appropriate range of activities were planned for the different abilities in the class and this resulted in pupils improving their knowledge and understanding in a structured way. When teaching was very good or better, the teachers had high expectations of pupils' achievement; they were helped to understand what was expected of them. The tasks set allowed them to use the skills they already had to promote very good learning. Excellent teaching was characterised by energy and enthusiasm that motivated and challenged the pupils to do more and more. As a result of the quality of teaching, pupils were inspired and put high levels of energy into their work. Significant progress was made in each element of the lesson.

20. Teaching of pupils aged up to eleven was good or better in 88 per cent of lessons. The number of lessons that were very good or better was 28 per cent of those seen. The positive characteristics observed in teaching in the younger classes were also noted in these lessons. In addition, teachers and non-teaching staff developed humour in their lessons that reflected the pupils' increasing maturity. In four excellent lessons observed, the teachers had very good subject knowledge and a very clear purpose to the lesson. The strength of the relationships between the teachers and the pupils contributed greatly to the pupils' willingness to learn and eagerness to get on with their tasks. These lessons were powerfully delivered and inspirational. This contributed greatly to the significant progress pupils made.

21. Teachers' knowledge and understanding of subjects is very good overall. This is an improvement on that reported in the last inspection and has been improved through a very good training programme. It is particularly high in music, very good overall in mathematics, science and religious education and good in English. The teaching of basic skills is very good overall as the staff make sure that this is built into teaching all other subjects of the curriculum, for example, the use of numeracy skills in design and technology, literacy skills in geography and history and information technology skills in science. In addition, teachers also build in the opportunities for pupils to use their information technology skills in general lessons. These features make a strong contribution to the very good learning and standards reached throughout the school. Teachers use their knowledge well to plan challenging activities. They have a clear idea of what is to be taught, make this known to

the pupils at the beginning of the lesson and refer back to it as the lesson progresses. Pupils learn very well because of this. They have a clear understanding of what the aims of the lessons are and can evaluate for themselves what they are learning. A mathematics lesson seen was a very good example of this as there was frequent reinforcement of the main teaching points of rounding up first before estimating.

22. Expectations of what the pupils can do are very good throughout the school. This is established in the Foundation Stage where there is a very good emphasis placed on developing a positive climate for learning. As pupils move through the school, the ranges of activities excite and enthuse them and they are expected to contribute to the best of their ability. This results in a very good level of intellectual and physical learning. Pupils show a high level of interest in their work, keep a very good level of concentration on their tasks and even the youngest think for themselves. There is constant reinforcement of the teaching aims through skilled questioning, with extra challenge provided from open-ended questions that make the pupils think hard.

23. The management of pupils in lessons is generally very good and this has a positive effect on the very good behaviour seen in the school and enables very good learning to take place. All teachers have very good relationships with their pupils and this is based on mutual respect and a generally quiet and friendly approach. On relatively few occasions, teachers use strategies to manage pupils that do not reflect this. For example, they raise their voices unnecessarily or repeatedly tell their pupils to be quiet when they are actually concentrating very well. This does have a negative effect on the atmosphere created in the classes and the overall quality of the lessons. Members of staff use genuinely positive remarks to build the self-esteem and confidence of the pupils and these contribute to the management of behaviour.

24. Throughout the school, the use of support staff is very good. Members of staff are very well informed and carry out their support very efficiently and effectively. This includes the work of the technician. The music instructor and the learning mentor contribute to pupils' learning in an outstanding way. Their work with individual pupils, groups of children and classes is of particularly high quality. Adults are very well briefed and they work as a team encouraging, supporting and praising the pupils, thus giving them consistent messages about how well they are doing. The work of the classroom assistants and the technician ensures that all pupils have the right curriculum presented to them. In addition, the opportunity to work in small groups means that work can be targeted to meet pupils' individual needs.

25. Overall, the quality and use of ongoing assessment is very good and has improved since the last inspection. Staff make very regular assessments of what the children can or can not do within lessons. These recordings build up into a very comprehensive profile of each individual pupils' achievements. Opportunities for assessment occur when teachers ask pupils questions to check their understanding and the final part of lessons is frequently used to review what has been covered in the session in order to do this. These opportunities are used effectively to help the children understand whether they have achieved what the teacher intended or to explain how they could further improve. The use of homework is good. It is used to reinforce pupils' learning and to help them improve their knowledge, understanding or skills and contributes well to the standards achieved. Work is relevant and is usually carefully marked. Pupils are well prepared for the homework in next stage of their education.

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

26. The curriculum is broad and balanced and provides a good range of learning opportunities for pupils in the school. It meets the requirements of the National Curriculum and religious education fully. There is a clearly defined long-term plan and all subjects have detailed termly or half-termly plans to ensure that concepts and skills are taught progressively throughout each key stage. This represents an improvement since the last inspection in the planning of art, geography and religious education, although this is yet to reflect in standards in art and geography. Once a year the school runs a curriculum week that gives teachers and pupils the chance to experience a range of activities outside of National Curriculum priorities. This significantly enhances the pupils' learning opportunities. For example, this year the week included a writer's workshop, where pupils worked at poetry writing over an extended period of time, and the opportunity to study art works from another continent, which contributed to their understanding of other cultures.

27. All pupils, whether they have English as an additional language, learning difficulties, physical difficulties or are gifted or talented, have full access to the curriculum and activities outside lessons. This is managed by adaptation to the curriculum, the support of special needs or classroom assistants and through the provision of appropriate learning apparatus. For example, a specialised wheelchair and computer that enables a pupil to fully participate in activities. The school has begun to offer the highest attaining pupils an alternative curriculum. For example, pupils in Years 5 and 6 who have been identified as being more able mathematically, visit the local secondary school for enrichment in the subject.

28. Planning in literacy and numeracy follows the format recommended in the respective national strategies, which have been implemented well. Literacy skills are developed in all subjects of the curriculum. For example, in information technology reception class pupils develop their writing by drafting and redrafting their poetry, while in science pupils consolidate and extend their literacy skills by writing up the results of the many experiments they conduct. Teachers enhance pupils' numeracy skills in subjects other than mathematics. For example, they learn about degrees in information technology when they programme the movements of a robotic vehicle around a predetermined path.

29. The school's planned programme for encouraging pupils' personal development is good. There is a whole-school personal, social and health educational programme that is managed well. Where possible, individual lessons include opportunity for pupils to raise concerns. This allows pupils to discuss sensitive, personal issues and positively supports their own personal development. Pupils' self-esteem is further enhanced by teachers' emphasis on the positive elements of the school's behaviour code and through assemblies that celebrate their achievements.

30. A very good range of extra-curricular opportunities enhances the curriculum. This is a strength of the school. Sporting activities offer good opportunities for pupils to reinforce the skills they develop in physical education. Boys and girls can play rugby, soccer and other ball sports and participate in after school matches against other schools. The school has invested in a good range of equipment to improve the range of activities available at lunch times. The staff on duty have a very positive input into play and the support they offer pupils is excellent. There are numerous opportunities for pupils to develop their musical skills and talents in groups or individually. For example, there are two choirs, a woodwind group and an impressive orchestra, which is made up of pupils, staff and a parent. These are very well supported. There is a breakfast club, an after school club and an early

evening club, which offers many diverse activities for the oldest pupils and those who have already left the school. Computer clubs give all pupils further opportunity to use the equipment in the information technology suite to apply and develop their skills. Lunch time and after school homework clubs allow pupils to complete and extend work done at school. There are numerous visits to theatres and museums to further support the curriculum. Activities outside lessons are open to pupils regardless of ethnicity, ability or gender. Members of staff give up a lot of their time to maintain this rich programme so that as many pupils as wish to can participate in extra activities.

31. The school maintains very good links with the local community and other schools. The school's position as a school that serves its community is valued and promoted well by the headteacher and all members of staff. There are useful links with local commerce. For example, a haulage and a building firm sponsor aspects of the school's activities such as the provision of sports kit. They also donate prizes that are used to encourage pupils to develop their reading skills. Very good links are also maintained with the local secondary school to which most pupils transfer at the age of eleven. This works positively to ensure that Year 6 pupils are well prepared for their move to secondary education. There is also very good liaison with local special schools. They offer specialist advice regarding the care of special needs pupils at Morley Newlands and in turn the school offers a programme of integration for nursery-aged pupils.

32. The provision for pupils' spiritual development is satisfactory. At the time of the last inspection it was reported as very good. Since then the school has placed a correct emphasis on developing the key areas of literacy and numeracy. As a result, less emphasis is currently being placed on planning to promote pupils' spirituality in lessons. Spirituality occurs regularly in assembly and the school fulfils all requirements for a daily act of collective worship. There is a specific theme for the week and issues arising from this are explored both in whole school and class assemblies. Since the last inspection the school has kept a record of the themes covered so that there is information available to guide planning and ensure balance. Although there is no specific policy or planned provision for spiritual development across the curriculum, individual examples of awe and wonder were observed in lessons. For example, in a science lesson pupils observed the process of osmosis and were amazed when coloured dye made its way through a stick of celery.

33. Provision for pupils' moral development is very good and this quality has been maintained since the last inspection. A sense of morality underpins the ethos of the school and the pupils have a well-developed sense of right and wrong. This is reflected in the rules for behaviour and code of conduct drawn up by the school in conjunction with pupils. Pupils' moral development is enhanced by the school rewards and sanctions system, as the emphasis is on rewarding good behaviour. Moral issues are explored in a number of subjects. For example, pupils consider issues such as animal experimentation, the problems of the Third World, and care for the local environment.

34. The quality of provision for pupils' social development is very good and has been maintained since the last inspection. The strong emphasis placed on care within the community means that pupils have a clear understanding of their own actions and how they impact on others. They are keen to help each other and offer good support to disabled pupils in the school to help them participate in activities. All members of staff provide very good role models for pupils. Pupils treat the school environment with respect, display good social skills and are very courteous and polite to visitors. Pupils consider the importance of good citizenship and put this into practice during regular fund-raising for both local and national charities. The school council contributes to developing social awareness very well and is much appreciated by pupils. They feel that they make a positive contribution to

school organisation and a number of their suggestions have already been implemented in the daily running of the school. Pupils are keen to make a contribution to the organisation of lessons whenever the opportunity arises. Through musical activities, pupils make regular contributions to the local community. This enhances their knowledge of what it is to be a member of society.

35. The quality of provision for pupils' cultural development is good. Pupils study different faiths within religious education lessons and visits to places of worship in the locality enhance their understanding of different cultures. Pupils learn about their local environment in geography lessons and explore a range of cultures and societies from the past in history. Pupils explore poetry and stories and come to appreciate their literary heritage. In art and music, pupils learn about the works of great painters and musicians and this extends their knowledge of their own and other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The previous report stated that support, guidance and pupils' welfare was a strength of the school and this has been maintained. The quality of relationships, the attitudes of staff, the school's inclusive approach to education and the role of the headteacher, the deputies and learning mentor all have a significant contribution to this. In addition, the high profile that the school gives to celebrating pupils' achievements both in and out of school contribute to the overall quality of care extended to all.

37. At the time of the last inspection, the school's arrangements and procedures for child protection were reported as effective. These have been developed and are now excellent. The school makes very good use of the local education authority's guidelines. All members of staff are aware of procedures to follow in the event of any concerns, and they are updated on any changes made to procedures quickly. The learning mentor has set up a counselling service for pupils at lunch times. This is a significant strength of provision available for pupils.

38. Procedures for monitoring and improving attendance are very good. Prompt and efficient registration at the beginning of the morning and afternoon sessions complies with statutory requirements. The school follows up unexplained absences and the learning mentor will do a home visit if necessary. There are good links with the education welfare officer, who meets with the learning mentor to discuss any problems that are then rigorously followed up. High attendance is celebrated in the 'wall of fame' assemblies and this encourages attendance.

39. Procedures for monitoring and promoting good behaviour are very good and have improved on the effective procedures identified at the time of the last inspection. The policy emphasises positive reinforcement as the preferred means of improving behaviour. Focused intervention and support offered to pupils underpins good practice. There is an individual behaviour record and plan for all pupils with behaviour problems, which is beneficial in enabling pupils, staff and parents to monitor improvements. All staff consistently apply the schools behaviour policy around the school ensuring pupils receive a consistent message about behaviour expectations. However, in a small number of lessons, the procedures are not applied as conscientiously and the atmosphere for learning is affected. The very good implementation of the school's procedure is minimising the effect of the challenging behaviour of an ever-increasing number of pupils throughout the school. The school has very effective procedures in place to deal with the extremely rare incidents of harassment and bullying.

40. Procedures to promote the health, welfare and safety of pupils are very good. Pupils are helped to develop a very good understanding of the importance of leading a healthy lifestyle through the personal, social, health education and citizenship programme. This is also followed through with science and physical education. The excellent ethos of looking after the whole person, not just focusing on academic development, is exemplified by the breakfast club, which starts at 8.am, and the club for pupils from Year 6 and those in Year 7 who have moved to the next school. This gives pupils an opportunity to raise and discuss any problems with the transition to secondary school. Health and safety hazards observed are noted and dealt with quickly and efficiently. The school is very careful about the safety of its pupils with physical handicap and has built up good links with the appropriate authorities to ensure that the school is a safe place for them. The school's caring ethos towards pupils with physical disabilities has an impact on the way all pupils respond so positively to the needs of their peers.

41. Procedures for monitoring and supporting pupils' personal development are good, but informal. In the case of pupils with special educational needs, the school liaises very effectively with outside agencies to implement the provision required. The school uses non-teaching assistants very effectively to assess, support and monitor the needs of pupils with English as a second language. As a result, timely and appropriate help is given to all pupils.

42. The school's procedures for assessing all pupils' attainment and progress, including pupils with special educational needs, are very good. This is a significant improvement since the last inspection. Extremely detailed and extensive records provide a baseline against which pupils' continuing progress may be measured. Teachers have a good understanding of the levels at which pupils should be working, because of the detailed assessment. The procedures for monitoring academic and personal performance are very good and contribute to the progress children make as their prior knowledge and skills can be built on systematically. The detailed record keeping provides information for setting targets for improvement, which is part of a yearly cycle. Pupils generally know how well they are progressing because work is marked regularly and pupils are told if they are achieving well or under-performing. Teachers use their records of attainment to plan work at different levels for pupils of differing attainment. This means that all pupils are suitably challenged.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The partnership with parents is very good and a strength of the school. This is an improvement since the previous inspection. The school encourages parents to communicate with them and the partnership improves pupils' achievement in school. Parents are very supportive of the school and are happy with the improvements that they see in their children within a short period of time.

44. The quality of information for parents is very good, especially information regarding their child's progress. This has improved since the previous inspection where it was considered appropriate. As with all pupils in the school, parents of pupils with special educational needs and English as an additional language are regularly informed of their children's progress. There is a clear and concise prospectus, detailed governors' annual report to parents and very regular and informative letters are sent to parents.

45. The school aims to fully involve parents in all aspects of their child's education and staff work very diligently towards achieving this aim. There is regular communication about the work pupils are doing and there are three parents' evenings per year. Additional meetings are held whenever the need arises, for example, to explain to parents the

curricular changes associated with the introduction of the Foundation Stage. Reports to parents are very detailed and clearly state what pupils know understand and can do.

46. The school runs courses for parents to enhance their opportunities for learning so that they can be better prepared to support their children. There is a community room, which is put to good use by the local community, and this strengthens the links between school and people who live locally. There is a Friends of Morley Newlands School group, whose brief is to organise fund raising and social events. Parents are very supportive of these events and the funds raised contribute to improving learning resources.

47. The impact of parents' involvement in the work of the school is good. Parents assist in classrooms and many volunteer to help on educational visits and school outings. Parent's involvement in their children's learning is good as the majority attend meetings and ensure that their children complete their homework. Parents are encouraged to work with the school, and the school is committed to a partnership approach to pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The headteacher has demonstrated a clear vision for the way forward for the school since the last inspection. She has a firm commitment to raising standards and all members of staff and the governing body shares this. The headteacher is a very good motivator, empowering her staff to perform well. She is also a very good role-model, who is very clear about the school's many strengths and the priorities for further development, and is a major force behind the school's excellent ethos and the drive for improved provision and standards.

49. Two deputies, who have clearly defined roles and responsibilities, support the headteacher very well. Their personal attributes complement those of the headteacher and all together they make a dynamic team. The deputies fulfil a significant role, meeting regularly to discuss strategic developments and emerging issues.

50. The implementation and achievement of the school's aims and values are excellent and they are securely reflected in the daily life of the school. All pupils and members of staff clearly understand the school's aims, which provide a shared vision for the school community and the ethos that is achieved. The outstanding contributory factor in this is the care that is given to every member of the school community while maintaining a focus on standards. The importance of pupils' personal development, including moral and social development, is at the heart of all the school does and parents appreciate this. The teaching of basic skills is the foundation stone for learning within the school. This is emphasised from the time children begin school in the nursery and contributes to standards achieved by all pupils.

51. The key areas of literacy, numeracy and science are managed very effectively with standards and provision being carefully monitored. The co-ordinators of other subjects are enthusiastic and generally have a good understanding of the strengths and developmental needs in their areas of responsibility. They also have a shared commitment to further raising standards. The provision for pupils with special educational needs is very well managed and that for higher attaining pupils and those for whom English is an additional language are well managed, with liaison and relationships between teachers, classroom assistants, nursery nurses and the local support services being good.

52. The chair and other governors are very supportive of the school and fulfil their statutory duties well. They have a very good knowledge and understanding of its strengths,

where it could be improved further and of the work that has been done to address the key issues of the last inspection report. A number of active committees contribute well to the overall efficiency of the governing body and individual governors, including those with responsibility for literacy and numeracy, visit the school regularly to meet staff and observe lessons. The governing body is kept well informed through detailed reports from the headteacher and other members of staff. Members of the governing body act strategically with regard to the future of the school. For example, by addressing such issues as the re-assessment of the school admission number and the profile of the school locally. To this end, they have made provision within the school for a community room.

53. Clearly defined strategies for monitoring and evaluating the school's performance, including pupils' work and teaching, are in place. These contribute very well to identifying strengths and weaknesses and areas for development. Since the last inspection, members of staff have spent time implementing national initiatives, such as literacy and numeracy, and reviewing provision for information and communication technology to be taught more effectively. The focus the school has placed on developing basic skills has improved pupils' achievements in English, mathematics and science. Key issues of the previous inspection have been overcome and minor issues highlighted in the previous report have been addressed. There has also been significant improvement in music, religious education and science. An annual audit ensures that the school sets very good priorities for future development according to specific needs. The appropriateness of the school's priorities, most particularly the focus on personal development, literacy and numeracy, is very good and the action they have taken to achieve these is good. Overall, the commitment and capacity to improve the school further is very good.

54. Good financial planning supports educational priorities. The development plan is fully costed and the costs incorporated in the budget. Financial administration is efficient and modern technology is used well in accounting. Financial acumen is evident in purchasing procedures. The school applies the principles of best value very well to make very good use of specific grants and other funding. For example, money from the Excellence in Cities grant is used to employ a learning mentor whose contribution to pupils' care and personal development is outstanding. There are also very good examples of how best value is sought in the curriculum. For example, by providing an appropriate language based curriculum and enrichment activities. The governing body is fully involved financial planning and monitoring of expenditure. The governing body challenges the justification for new spending and seeks full details of benefits. They evaluate the effectiveness of spending against the outcomes and how this affects performance. The office personnel carry out day to day administration and management of finances very well. The first point of contact for all visitors to the school, including parents, is the secretary and her contribution to promoting the ethos of the school and routine administration is excellent.

55. The school is very well staffed and this contributes to the standards achieved by the pupils both academically and socially. The staff are suitably qualified and support staff have a range of additional qualifications that are an asset to the school, for example teaching assistants who are qualified nursery nurses. The technician offers very valuable support to teaching information and communication technology and the music instructor influences the excellent music provision due to his personal expertise. The high ratio of non-teaching staff and their work in the classes and other areas of the school contributes very well to the academic standards achieved, the standards of behaviour and the personal development of pupils. The most recently appointed staff confirm that procedures are good for inducting new staff, particularly newly qualified teachers.

56. The computer suite has been a welcome improvement for the provision of information and communication technology. The work undertaken by the caretaker in the development of this area was an outstanding contribution and has had real benefits in terms of promoting standards in this subject. The suite is being used efficiently for teaching skills and giving the pupils the opportunity to develop these in times outside lessons. However, the school has had to re-locate the library to the entrance hall due to this development. Lack of space outside of classrooms results in a lack of storage around the school, which makes it difficult to keep resources in good condition and easily accessible. In addition, there are insufficient outdoor facilities for children in the reception classes, no space for small group work outside of the classrooms and only one of the four portakabin classrooms has sinks, toilets and access for disabled pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. There are no key issues for the school to address. Inspectors confirm the priorities identified for further improvement within the development plan are appropriate.

58. In addition to the priorities in the school development plan the governing body could consider the following minor issues as part of their action plan:

- improve the opportunities for pupils to draft and re-draft their work in writing;
(Paragraphs: 2, 3, 7, 82, 86, 87)
- monitor the application of the school's good procedures for managing pupils in lessons;
(Paragraphs: 23, 39)
- find suitable ways to overcome difficulties with accommodation by:
(Paragraphs: 56, 59, 76, 78, 80, 105, 110, 124, 132, 136)

improving cloakroom and toilet facilities in the portakabins;
locating the library to a more appropriate position;
developing storage facilities;
creating areas for group work;
providing adequate outdoor facilities for children in the reception class.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	86
Number of discussions with staff, governors, other adults and pupils	113

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	24	49	19	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	333
Number of full-time pupils known to be eligible for free school meals		77

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		11
Number of pupils on the school's special educational needs register		63

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	50
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	94.7
National comparative data	94.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	21	22	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	18	20
	Girls	21	20	22
	Total	38	38	42
Percentage of pupils at NC level 2 or above	School	88 (89)	88 (89)	98 (91)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	20	20
	Girls	21	22	22
	Total	38	42	42
Percentage of pupils at NC level 2 or above	School	88 (91)	98 (91)	98 (95)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	22	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	15
	Girls	18	17	22
	Total	29	31	37
Percentage of pupils at NC level 4 or above	School	78 (76)	84 (85)	100 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	15
	Girls	17	19	22
	Total	28	33	37
Percentage of pupils at NC level 4 or above	School	76 (76)	89 (82)	100 (88)
	National	70 (68)	72 (69)	79 (75)

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	0
Black – other	0
Indian	6
Pakistani	0
Bangladeshi	0
Chinese	0
White	275
Any other minority ethnic group	0

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	3	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)	14
Number of pupils per qualified teacher	26.2
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	22
Total aggregate hours worked per week	572

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	3
Total aggregate hours worked per week	58

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

Financial information

Financial year	2000/1
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	£
Total income	707,714
Total expenditure	702,400
Expenditure per pupil	2018
Balance brought forward from previous year	560
Balance carried forward to next year	5870

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	293
Number of questionnaires returned	138

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	36	0	0	2
My child is making good progress in school.	64	36	0	0	0
Behaviour in the school is good.	51	47	2	0	0
My child gets the right amount of work to do at home.	32	62	2	0	4
The teaching is good.	74	26	0	0	0
I am kept well informed about how my child is getting on.	51	42	4	2	2
I would feel comfortable about approaching the school with questions or a problem.	74	23	4	0	0
The school expects my child to work hard and achieve his or her best.	72	28	0	0	0
The school works closely with parents.	55	42	4	0	0
The school is well led and managed.	57	43	0	0	0
The school is helping my child become mature and responsible.	55	42	4	0	0
The school provides an interesting range of activities outside lessons.	51	38	2	4	7

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

Context

59. The curriculum for all pupils under six in the nursery and the reception classes is very good and is suitably adapted cover all the appropriate early learning goals. The key feature of the curriculum in this first stage of education is the language rich environment that is provided. In the nursery, frequent and relevant opportunities for promoting creative and physical development in an outdoor environment are provided. However, there are insufficient outdoor resources available to allow reception aged children similar opportunities as an ongoing daily activity. The teachers or assistants teach the curriculum in focus group activities and through the children working independently on structured tasks or activities they choose for themselves. Members of staff monitor children closely and identify those who may require additional support as they progress through the nursery and reception classes. Homework is provided for children. At this stage it is generally activities to develop reading skills.

Personal, social and emotional development

60. Children make very good progress in personal and social development because the classes provide a welcoming environment that helps young children to settle in quickly and feel part of the school. In addition, the care that members of staff show to each child individually contributes to this, as do the relationships that are formed with the children's parents and carers. The youngest children in the nursery class quickly respond to class routines and when they start in the reception classes pupils can generally work independently and make choices of what they want to do and the materials they want to use. Children show confidence and relate to adults, with each other and with older pupils they know well. All children, even the youngest, are eager to show visitors what they can do, although their limited language often restricts them talking about it. Children are confident to try new activities and initiate ideas. For example, when working in the water they used lots of different objects to experiment with floating and sinking.

61. When they start Year 1, children have developed a very good level of independence in choosing activities, in dressing themselves and in their personal hygiene. Children in the nursery take on responsibilities quickly, for example collecting their own milk, and undertake jobs, such as tidying up, efficiently. The members of staff who work in the nursery sensitively encourage children to participate in activities or to sit and listen to others. By the time they are six, children take responsibility for their own learning by making choices and deciding when they will tackle particular tasks. They respond quickly when they are working with an adult or on their own. They choose from the range of resources available to them and prepare and tidy up for themselves. For example, when using the wet or dry paint they decided which paper was the best for the job and shared the other equipment sensibly.

62. Children in all the classes are very eager to participate in group activities and are sometimes keener to contribute than listen to others! They learn the 'rules' for classroom behaviour and the understanding that they need to take turns. Higher attaining children demonstrate a good ability to listen attentively and share in turns to talk, for example at story time or class time when they have the opportunity to express their feelings. The children in the reception classes attend acts of collective worship with the rest of the school

and this helps them to get to know pupils in other classes as well as developing the understanding of the different needs of other people. Children have the opportunity to mix with their friends or brothers and sisters at break-times. These opportunities help the children to develop their social skills in a range of different situations and to consider the needs of others as well as their own.

63. Teaching is very good. The teachers and support staff provide a broad range of activities that successfully promote children's development in a variety of settings throughout the day. For example, there are opportunities for children to work alone with construction resources to build a structure, such as a bridge for the train track, or together, for example, as scientists in the mini-beast research centre. Opportunities for children to share news or their feelings together develop turn taking and the good level of interaction from the teachers encourages them to share their experiences. Children's self-esteem is developed as staff value each child's contribution. Activities, such as role-play in the home corner, photographic shop or in the sand and water, help the children to develop their imagination at the same time as encouraging them to 'play' and work together co-operatively.

64. Staff set very good examples for children to follow. They work together very well as a team and children can see the value of co-operating with each other as a result. All members of staff have high expectations for good behaviour and this encourages the children to behave well. All children are taught to be independent as they are given regular opportunities to select from a range of activities on offer. Some children are quite dependant and reliant on staff choosing for them initially, but they very soon understand that they are 'allowed' to make their own choice a certain times during the day and can change their activities when they are ready to. Good examples of this were seen during the inspection. For example, children moved away from the role-play area when they had studied the mini-beasts and were ready to experience a different activity on offer.

Language and literacy

65. By the time they are four, a significant number of higher attaining children are becoming competent in key literacy skills, gaining confidence in speaking and listening, reading simple texts and developing their writing for a range of purposes. Their achievement in this area of learning is good. However, the staff are not able to fully compensate for the very low levels of language on entry for all children. By the time they are six, the majority of children achieve the expected levels of attainment in this area of learning. They read familiar words with growing confidence and read stories of increasing complexity. They begin to use the words they can read in their own writing. A significant number of pupils have little vocabulary when they begin school and there are frequently children who have poorly developed speech. By the time they are four, children have acquired new vocabulary from listening to their teachers and each other and their speech improves in fluency and expression. By the time they are six, children contribute to discussions positively and share their ideas and experiences. Their ability to use wider range vocabulary is demonstrated by their ability to describe their knowledge of the habitats from their scientific and geographical study. They use words that give a good description of the features they have seen. For example, children said "the woodlice like it when it is damp and dark".

66. All children, including those of lower ability, quickly learn to recognise and link individual letters by name and sound due to the very good teaching of a programme designed to build on pupils' knowledge of the sounds that make up words. They use their knowledge to make words that rhyme and find words within words; for example, they are

challenged to see how many words they can make from the letters in the word 'strawberries'. As they use their knowledge they make good progress. Before they have been in the nursery for very long, children recognise their own names in written form. The higher ability children know their friend's names or can read familiar words around the room. In the nursery class children join in the words they remember when listening to stories, the higher attaining pupils join in repeating phrases. At the end of the nursery and reception year, they listen with enjoyment to stories and poems and they retell familiar stories. By the time they are six, the majority of children know that print carries meaning and understand about the importance of the beginning and end of stories, that events happen in a sequence and that information can be found in 'non-fiction' books. They understand the link between written and spoken word. In the nursery, early writing skills are promoted through the children learning to write their own names, labels and captions. Children use their knowledge of letter sounds and the alphabet to write common words and the higher attaining children begin to construct sentences, sometimes using full stops correctly. At the end of the Foundation Stage, children begin to understand that you can write for a range of purposes and in different ways. For example, children made good attempts to write quite complex words in their work about the mini-beasts.

67. The quality of teaching is very good in this area of learning. Opportunities to develop speaking and listening skills are linked to all structured learning tasks and play activities from the time children start school in the nursery class. All classes in the Foundation Stage provide a language rich environment and the displays around the rooms do much to encourage this. Due to the quality of teaching children are very enthusiastic to participate in discussion when they sit on the carpet for whole group activities or when working in small groups by the end of the key stage. The youngest children in nursery are taught in groups so that they can share rhymes, stories and non-fiction books that help them to learn to use and read familiar words for themselves.

68. At the time of the inspection, the organisation of literacy lessons for reception aged children provides them with opportunities to become familiar with the structure of lessons in Years 1 and 2. A good focus is given to word and sentence work and, as a result, children learn to connect the names and sounds of letters and to understand that these make up words. Questions aimed at the lower attaining children during these times encourage them to respond and give them confidence to participate. This results in good achievement. Children have lots of opportunities for hearing stories that they have chosen themselves or that have been chosen by the teacher to support other learning. For example, the story of 'The Very Hungry Caterpillar' developed their understanding of the topic they are studying and promoted their learning about life cycles even further. Members of staff use this time to promote an enjoyment of words and pictures and develop good reading habits.

69. Children are encouraged to 'write' for themselves from the time that they start school. Gradually, they learn to form letters and spell simple words correctly during specific time slots, which are allocated to teaching these skills each week. Children are subsequently provided with many and varied opportunities to practise the skills they have learned and they make good progress in communicating their ideas and knowledge through forms writing. Members of staff in the Foundation Stage understand the importance of developing the language and literacy skills of the children in their care in order that they can learn other subjects of the required curriculum. To this end they focus on developing language for communication, understanding and thinking. This is the strength of teaching in the Foundation Stage.

Mathematical development

70. Children develop their knowledge and understanding of number initially by learning about numbers around the classroom. For example, the children in the nursery count how many there are in the class each day. By the end of the Foundation Stage, they count from zero to ten in order and back again and recognise the numerals associated with the numbers. The higher attaining children are becoming comfortable with counting forward in twos and tens. Early in the nursery children match objects, for example when doing jigsaws, and as their skills develop they sort objects to reorder them depending on pattern, size or shape. By the time they are six, children can do this by deciding the criterion for themselves and the higher attaining children can explain their reasoning. Water and sand activities give children lots of opportunities to experiment with volume, when they fill and empty containers of different sizes, and weight, when they compare how heavy containers are when full or empty with sand. Children enjoy joining in number rhymes and these help them to talk about and recreate patterns and use mathematical language, such as 'more than' and 'less than', 'bigger' and 'smaller'.

71. By the end of the Foundation Stage, children talk about 'sums', adding to and taking away, the characteristics of shapes and they solve simple problems using their knowledge of number. The higher attaining pupils begin to understand multiplication, for example, how many sets of three there are in six. As a result of all the experiences the children encounter, pupils achieve levels of attainment appropriate for their age when they start Year 1 and all children make good progress from the time they start at school.

72. The quality of teaching is good. A range of mathematical experiences is provided through the structured choice activities that are available on a daily basis and the chance children have to participate in the daily numeracy session. The management and organisation of lessons, or parts of lessons, is good and members of staff are used to the best effect to support children's learning. In a similar way to literacy, children are introduced to the school strategy for teaching mathematics as time in the reception classes progresses. Children are encouraged to participate in the whole class aspect of these lessons at an individual level appropriate to their abilities. Following this, the children take part in group activities that build on their previous experiences at an appropriate level so that their knowledge and understanding of mathematical concepts is taught through practical activities, daily routines, speaking and listening activities and opportunities for structured play. When it is appropriate, children are taught to record their observations or findings in a range of ways, for example as 'sums' or in a graphical form. Examples of this can be seen when children present their findings of a science experiment in a table or graph. When it is appropriate, numeracy work is linked to other subjects and there are planned opportunities for children to explore, think and develop as mathematicians.

Knowledge and understanding of the world

73. Children learn about how to make sense of the world around them and this lays a good foundation for later work in science, history, geography and technology in its various forms. Children are presented with appropriate activities and consequently progress in learning is good. Most of the activities that contribute to this area of learning are based on practical experiences, which encourage the children to develop skills, knowledge and understanding that are appropriate to their age and individual ability. During the inspection, children in the nursery were learning scientific skills through their experimentation in water activities. For example, they worked out how a pump worked and why certain equipment floated or sunk. Children in the reception classes were seen studying mini-beasts, their life cycles and environments during the inspection. They could talk about the features of the habitat and what they might see, for example, under a leaf. They could describe what stages of development a butterfly went through and used subject specific language, such

as 'pupa', correctly. All children, regardless of ability, say why particular people are important to them and record their findings in some way. This helps them to be aware of the feelings and beliefs of others and lays a good foundation for religious education work later on in the school.

74. The children's sense of geography and history is promoted through local study. By the end of the Foundation Stage, they can talk about features of the area close to their school that are important to them and their parents and the higher attaining children can give some well reasoned indication as to why. Children find out about and use technology. For example, the nursery children build route ways with construction equipment and the older children in the reception classes discover how to sew effectively using different thickness of thread. During the inspection, children in the nursery were seen using food ingredients to create and assemble biscuits. The youngest children are learning about how technology works, for example they know what buttons to press to start, stop and record when making a tape of their favourite nursery rhymes. Children in nursery use the computer to play games that support learning in other areas, for example, matching or sequencing. They use the mouse with confidence and higher attaining children know how to click on to an icon to change the colour when drawing. Older children are more confident to use the computers, either as a choice activity, in specific time slots dedicated to teaching information technology skills in the computer suite or when opportunities are planned to enhance learning in other subject areas.

75. The quality of teaching is very good and a comprehensive range of enjoyable activities is made available. For the most part, activities are based on first-hand experiences so that exploration, observation, problem solving and discussion are promoted. Children are given many opportunities to express their knowledge and understanding, for example in model making, drawing and by talking about what they know with their friends or members of staff. Children develop their understanding of the past and present as teachers provide opportunities for the study of specific topics and by reading and hearing stories associated with these. They are taught to look for clues and to think about what information they might gain from these. Members of staff encourage the children to have enquiring minds through this and through investigation and experimentation in science activities. For example, finding out about the properties of wet and dry sand or paint and how 'Incy Wincy' spider climbs up the drainpipe. Whenever possible staff encourage children to use information and communication technology to help them practise skills or to use their knowledge of other areas of learning to solve problems that are associated with learning in that area. For example, children use the computer independently to practise matching skills that promote mathematical learning. Children are encouraged to think about their culture and beliefs, for example, when hearing stories and in acts of worship.

Physical development

76. In all the classrooms, children move around with confidence and safely as space is organised well and there are distinct areas that are dedicated to promoting pupils' skills, knowledge and understanding in particular areas of learning. Children are taught to handle pencils, crayons, brushes and scissors with control and safety. They have good control when manipulating these tools. A good example of this was seen when children made group collages in the nursery and woolly 'Incy Wincy' spiders in the reception classes. The youngest children have daily sessions outside when the weather permits. The indoor classroom is taken outside and activities such as sand and water, painting and construction activities are all available. In addition, opportunities for climbing and crawling, pushing and pulling and riding two or three-wheeled equipment are available. Pupils' skills of throwing and aiming are developed in games, such as skittles, and kicking in shooting the ball games. Children use their knowledge of number to record their own scores in simple tallies. These activities all contribute to improving motor skills. In the reception classes the importance of exercise is taught through play at break times and through physical education lessons when children learn such skills as jumping and rolling, and how to make turning movements for example. However, there are limited opportunities for children to

work on large apparatus and develop the skills associated with this outdoors. This is due to the lack of provision of outside facilities dedicated to the reception-aged pupils and the strategic difficulties posed in using the nursery provision.

77. The quality of teaching is very good, particularly when taking into account the range of daily activities that children can choose from that encourage patience and control. Teachers intervene appropriately to enhance these. For example, many children hold their pencil incorrectly when they start school, but intervention by staff to teach them the correct way helps the quality of handwriting. For example, members of staff were seen to correct this during sessions focused on writing skills and, in addition, attention was given to encouraging improvement when children were working independently in chosen tasks. In the nursery, daily sessions outdoors are very carefully planned so that members of staff focus their input into different activities on a daily basis. This is frequently linked to focused assessments of individual or groups of children. Physical education lessons in the reception classes are planned carefully so that the learning objective of the lesson is targeted on improving skills.

Creative development

78. Children make good progress from the levels they have on entry to those attained by the time they reach the end of the Foundation Stage. Children, attain levels appropriate for their age when they start Year 1 and this means that they have built appropriately on their prior attainment well. Children have good opportunities to 'play' in the role-play areas. During the inspection, children in the nursery used the café, the paint shop and the photographers to act out real life situations and create imaginative ones. In the reception classes, children became 'scientists' in the mini-beast laboratories and their investigative skills were promoted through acting out. It was clear in observing their 'play' how much knowledge and specific language they had absorbed in their study of topic work. The opportunities provided stimulates their ability to make believe and be creative and enhance many other areas of learning, for example writing and number. However, the reception-aged children have fewer opportunities to develop their imaginative and creative thinking when working in the outdoor environment due to the lack of appropriate resources to promote this.

79. Examples of children's paintings and collages show that they have been encouraged to consider style and presentation when doing their own work following the study of creating colours by mixing. In the nursery, for example, they have looked at the work of famous artists and recreated features of their work in their own. Creative development is also fostered through the music curriculum. This begins in the nursery class when children 'hum' to warm up their voices and learn an impressive repertoire of songs and rhymes. During the inspection they were seen combining their skill of acting out and music making in their performances of 'Cinderella' and 'Jack and the Beanstalk'. The choir of voices and the percussionists who kept the rhythm and beat very well very ably accompanied the actors. In the reception classes, children learn about rhythm, through clapping and tapping, and by using percussion instruments. The lower attaining pupils need the support of adult to help them keep to the beat, but the higher attaining children maintain 2/3 time independently. Pupils love playing in the 'band' and they have no fear of making a mistake because the music sessions are real fun. Children participate in singing by joining in the words that they are familiar with initially and then joining in with gusto as they gain confidence. Children in a reception class came up with wonderful ideas to improve their music that they are eager to share. For example, using the rain-stick to accompany a verse of their song about when 'ants go marching'.

80. The quality of teaching is very good overall. Art activities are matched well to children's interests and stage of development. Demonstration by members of staff is planned if it is required, which contributes to pupils' knowledge and understanding. For example, how to use a colour wheel to see what colour you get when you mix green and yellow. Children are provided with more opportunities to consolidate learning following the initial teaching focus, if this is required, and children then have the chance to experiment. Teachers plan tasks that allow children to explore colour, texture, shape and form. For example, when preparing a spider children can choose what they use to make the eyes and when making snails out of clay they choose the tool to use to make decoration on the spiral shapes. They work with individuality and with only occasional guidance. Children in the nursery are provided with many opportunities on a daily basis to 'act out' either make believe or real scenarios that contributed to their creative, and frequently social, development and this was due to very good planning. However, this is more limited in the reception classes as it is largely confined to indoors. In all classes, a good level of interaction from staff is always provided if required to further promote learning and develop children's ideas. For example, children in the nursery had their play on the roadway outside enhanced by the adult supporting the activity as she took on a role in their play and improved their level of conversation.

81. Personal expertise of staff and also specific time slots for teaching of music enhance the provision for creativity in the Foundation Stage. This is further enhanced when the music instructor is available to support teaching and learning. An excellent lesson was observed in a reception class when the instructor and teacher worked in unison to deliver a session. They complemented each other at every stage, promoting singing and playing and developing children's knowledge and understanding of instruments and the sounds they make. Other adults had a specific contribution to supporting the lower attaining children and made a valuable contribution to the overall quality of teaching and learning. The pupils' enthusiasm could not be bettered. They believed themselves to be 'musicians' and rose to the challenge exceptionally well. Their response to the staff was overwhelming and exemplified when the teacher said they were going to sing their ant song and in one voice the whole class cheered 'wow!'

ENGLISH

82. Standards in reading, for pupils aged seven, have improved since the last inspection and are above the national trend. Standards in writing are in line with expected levels and are the same as those reported at the time of the last inspection. By the age of eleven, standards are in line with the average nationally, and well above average when compared to schools with a similar intake. Pupils reading skills are generally well developed, as are their speaking and listening skills. This is an improvement since the last inspection. Writing skills are in line with expectations, the same as reported in the previous inspection. The number of pupils attaining the higher levels is not sufficient to reflect in overall good standards of attainment when compared nationally and has declined in the last two years. Pupils, including those with special educational needs, make satisfactory achievement over time. However, there is an increasing number of pupils in the school with specific literacy difficulties, many of whom join the school part of the way through their schooling. Despite the provision the school offers, including very good quality teaching, it is unable to fully compensate for these difficulties by the time the pupils leave.

83. By the time they are seven, speaking and listening skills are in line with expectations overall, although a number of higher attaining pupils speak in a fluent and confident manner. Teachers in Years 1 and 2 provide pupils with regular opportunities to develop their oral skills, principally through good open-ended questions at the beginning and end of

lessons. The majority of pupils are good listeners and are keen to make a contribution to oral activities. Many pupils are confident in their ability to express their ideas and opinions in clear extended sentences. In contrast, a minority of lower attaining pupils are quiet, shy and somewhat passive. This is usually dealt with well by teachers as they try to ensure that all pupils make a full contribution to lessons. Pupils make good progress in their speaking and listening skills as they move through Years 3 to 6. They regularly work in pairs sharing their ideas and opinions, and coming to a consensus opinion as to the final layout of their work. Speaking and listening skills are actively promoted across the curriculum. A good example of this was seen in a history lesson, as the class questioned a young boy in the role of a character they had researched in their history studies. Pupils are given the chance to take part in role-play activities in assemblies and in drama situations in class and in activities outside lessons. All pupils are given the opportunity to take part in full-scale drama productions at different times of the school year. Pupils' attainment in speaking and listening by the time they are eleven is above the expected level.

84. Reading is taught well in Years 1 and 2. The school uses a number of structured reading schemes to develop skills and group and guided reading activities are used to promote pupils' reading for understanding. Pupils with identified reading difficulties receive good additional support from teachers and classroom assistants. The home-school reading scheme and pupils' reading journals make a positive contribution to pupils' learning, although not all pupils read regularly at home. Teachers provide pupils in Years 3 to 6 with a good range of reading opportunities. Pupils read good fictional materials. They also read pre-twentieth century poetry and literature, including the plays of Shakespeare. Pupils have well developed research skills and are able to retrieve information from factual books. This enables the majority of pupils to make good progress in reading. Most pupils read with confidence and fluency and many read with real expression.

85. Handwriting is taught well, although the size, shape and overall presentation vary considerably by the time pupils are seven. Basic English skills are also taught well, and are used by pupils when they write about events in their daily lives, and to re-tell in a written manner the stories read to them in class. Pupils produce their own creative essays with such imaginative titles as 'The Dark, Dark Tale' and 'The Magic Chair'. Pupils develop an understanding of rhyming words and use them to good effect in their own short four line poems. Pupils use instructional writing, for example 'how to make a jam sandwich', and write brief informal letters to their friends. By the time they are seven, the majority of pupils have an understanding that capital letters and full stops demarcate sentences and most pupils use them consistently. Higher attaining pupils write in an extended manner relative to their age, and use more complex and demanding punctuation in their written work.

86. The range of reading opportunities in Years 3 to 6 provide a good stimulus for pupils' writing. Pupils write in a number of styles, for different purposes and with a specific audience in mind. Pupils produce a good range of creative essays. They also produce their own imaginative poems. Pupils make written responses to a range of pre-twentieth century poetry and literature including the Shakespeare's plays. This is exemplified by writing character studies, diary entries, entries and re-writing passages and scenes in contemporary English. Pupils produce a good range of factual written work, writing letters of complaint, newspaper and magazine articles. They also produce their own brochures on such themes as bullying and the homeless. Regular opportunities are provided for pupils to develop Basic English skills to support their written work. However, some of these basic skill exercises are repetitive and could be approached in a more imaginative and meaningful way. Although pupils regularly plan their work, there are too few opportunities for pupils to draft and re-draft, with the result that opportunities are lost to improve upon their initial efforts, in terms of more interesting and creative content, and the use of more

descriptive and imaginative language. A significant number of high attaining pupils are capable of producing extended written work with few or no mistakes at a higher level than they are currently achieving.

87. The quality of teaching and learning in Years 1 and 2 is good overall. In Years 3 to 6 it is very good and learning is very good, except in the extension of writing skills to higher levels and this has an impact on standards overall. Teachers have responded well to the introduction of the National Literacy Strategy and implement the literacy hour well. This has given a consistency to teaching and good progression in pupils' learning. Teachers use skilful questioning to encourage pupils' thinking and assess their understanding. All group activities are adapted to meet the needs of groups of pupils of different ability, and teachers generally have high expectations of pupils. Assessment is carried out regularly in lessons and is used to set targets for individual pupils or to modify future work. The final part of lessons is used well to share and celebrate pupils' work and to see if the lesson objectives have been achieved. Where teaching is very good or excellent, teachers display a personal enthusiasm for the work in hand and provide challenging group activities, including extension activities for the most able. They have very good classroom management skills, give timed targets for work and ensure that the lesson moves along in a brisk and purposeful way. This produces an active and animated working environment where pupils work willingly and hard to please their teachers and achieve the learning objectives set for them.

88. The subject is very effectively managed by a well-informed and enthusiastic co-ordinator, who leads by her own good practice. There is an action plan that identifies very good targets for further development, most specifically for writing. The school uses a very good range of assessment procedures and provides all pupils with targets for improvement, which is contributing to their understanding of what they need to do to improve. Pupils' progress is regularly tracked and programmes of work are identified if pupils need particular support with their learning. The school is in a very good position to consolidate the progress it has made since the last inspection and move forward in further raising standards.

MATHEMATICS

89. Standards in mathematics are above expectations and strategies put into place for improving attainment have had a positive effect. In all lessons seen, pupils were achieving at least at the expected levels for their age and in many lessons above and well above. Pupils make good progress by the time they leave the school. Results of the year 2001 national tests and assessments uphold this. Evidence shows that the attainment at the higher level, level 5 at Year 6, has improved from three per cent last year to fourteen per cent this year. The standards attained have improved on those reported in the previous inspection.

90. Pupils with special educational needs are given appropriate work and achieve well, and sometimes very well, often through the support of the skilled classroom assistants. The work set for pupils reflects the targets set out in their individual education plans. Higher attaining pupils are given appropriate challenge in lessons and the school is developing programmes of work to improve their achievement further. There is no significant difference in the attainment of boys and girls and those with English as an additional language achieve well.

91. By the age of seven, higher attaining pupils have a secure grasp of number and are developing good strategies for mental calculations. They can talk about 'bridging' for calculating number bonds that go into the teens. They can add and take away, count confidently in twos, fives and tens and the higher attaining pupils know that division is the inverse operation of multiplication. They are learning to tell the time and record it using analogue and digital time. Pupils learn about shape and can name and identify the main

features of a wide range of shapes, including the pentagon, cube and cone. Lower attaining pupils achieve well with the skilful support of the classroom assistants that helps them have focused help with any difficulties.

92. By the age of eleven, higher attaining pupils are confident in their numeracy skills and apply these to complex problem solving and to work in other subjects. In Years 3 and 4 pupils identify and understand the relationship of fractions. They can use the grid method of multiplication to work with three and four digit numbers. Higher attaining pupils work with confidence using a range of different multiplication methods, including vertical and flow diagrams and transfer these skills to working with division. In Years 5 and 6, pupils have a good knowledge of fractions, decimals and percentages. In Year 6, they work with two part fractions in preparation for algebra work in Year 7 after transition to the High School. Pupils discuss the strategies they have for working out calculations and problems and consider different ways to apply their knowledge. They use appropriate mathematical vocabulary to express this. Pupils in all classes develop their mathematical skills progressively. They can use and apply number, use investigative approaches to solve problems and find number patterns of increasing complexity.

93. The quality of teaching is very good overall and pupils learn very well as a result. This is an improvement since the last inspection. The achievement and progress of pupils at all levels of ability reflects the high quality of teaching they receive. The teachers and classroom assistants' work very well together as a team, which contributes to the high quality of teaching and learning. Support is well planned and targeted on different ability groups so that all pupils benefit. Mathematics lessons are generally of a high quality because teachers have a thorough knowledge of the National Numeracy Strategy and are very confident in its use. Their training has been effective. Across the school, pupils are grouped according to their attainment. These groupings may differ to those for teaching in other subjects, and assessment is used well inform groupings and monitor pupils' progress. Within the groups work is set to meet the range of ability and therefore enhance the achievement of all pupils. Teachers' expectations of the pupils are very high and pupils respond well. They have very good, and sometimes excellent, attitudes to their work because they are interested and challenged at the appropriate level. Pupils' behaviour in lessons is very good as they are absorbed in their tasks and focused on learning. Mathematics lessons make a very good contribution to pupils' personal development because they are encouraged to collaborate with ideas and investigate with numbers. Lessons are organised to help pupils to experience success and enjoyment and as a consequence self-esteem and self-confidence are enhanced.

94. Systems for assessing and recording pupils' attainment are very good. Pupils' learning is accurately assessed, suitable targets for improved performance are set and progress is tracked. Marking is generally up-to-date and positive comments recorded, mistakes in work or difficulties in grasping concepts are usually dealt with in class as they arise and the whole class or group are reminded of the teaching objective. For example, one group was having difficulty with 'a quarter to' the hour. The teacher noted this and went over it in the group and then again in the plenary at the end of the lesson to make sure that pupils were secure in their understanding.

95. Mathematics is very well managed by two co-ordinators, who have a clear vision for the development of the subject and for improving standards. There has been a significant improvement in the attainment in the end of Year 2 and 6 tests and assessments due to the initiatives the school has acted upon since the last inspection. There are very good procedures for monitoring planning and teaching so that consistency in learning is ensured. Feedback on areas for improvement is given and this helps to improve pupils' performance.

Future plans for the subject are very good and focus on identifying further areas for development to improve standards. All members of staff give support to the co-ordinators in their application of initiatives and there is a very good shared commitment to improving standards.

SCIENCE

96. At the time of the previous inspection, attainment was judged to be in line with national expectations at the ages of both seven and eleven. Standards have improved and are now high compared with the national average for pupils aged eleven and in the highest five per cent when compared to similar schools. This is partly due to improved planning, through the introduction and adaptation of the national recommendations of the Qualifications and Curriculum Authority as the school's scheme of work, and also the staff have had more training in the subject and are now more confident in their teaching. There has been a school focus on teaching investigative skills and basic experimental skills. As a result, findings in the inspection indicate that pupils throughout the school understand how to carry out tests fairly and are learning to observe carefully.

97. The results of national tests and assessments reflect the inspection findings. The tests indicate that standards have risen in line with national improvements, so that in 2000 and 2001 all the pupils aged eleven achieved the expected level or above. This year, 2001, fifty per cent achieved the higher level, level 5. No national tests are available for pupils aged seven, but based on statutory teachers' assessments, attainment in 2001 was above the national average. This is due to high quality teaching in both key stages and to teachers' improved subject knowledge. Pupils make good progress in acquiring knowledge about plants, materials, forces and friction and electricity through being given the opportunity to investigate and to observe and experiment during well-planned lessons. By the time they leave school in Year 6, pupils have made significant achievement in all areas of scientific study. Pupils with special educational needs make good progress and achieve at levels that are at least in line with nationally expected levels.

98. Pupils at seven years of age show an interest in how an electrical circuit works and they know how to complete a simple circuit. They can explain that the lamp will not light if the circuit is broken. They also demonstrate successfully how to break the circuit by removing one of the connections. Pupils learn about their senses and how they help them to be aware of the world around them; for example that the sense of hearing helps to detect hazards and dangers as well as allowing animals and humans to communicate and to enjoy pleasant sounds. A scrutiny of pupils' work showed that pupils are taught to ask questions about what they are going to do and to think about what might happen before deciding what to do. They then explain their actions and use words like 'because' to explain the outcome. This was also demonstrated in a lesson where pupils were learning about circuits. Pupils were acting as the battery, lamp and leads holding hands to represent the circuit and when the teacher asked them what would happen if they broke holding hands they were able to tell her "that the lamp won't work".

99. The overall quality of teaching and learning is very good with some excellent teaching seen at both key stages. This represents an improvement since the last inspection. In very good lessons the tasks were well chosen and they inspired pupils' interest and response. Pupils' attitudes to science are good. Pupils in Year 5, for example, were very absorbed by the experiment they were engaged on to prove that gases have weight and were disappointed when at first their predictions did not seem to be correct. The teachers skilfully encouraged the pupils to think by using probing questions, which extended their understanding of the investigations. For example, Year 3 pupils were totally

involved in their lesson and as they began to realise what would happen when the coloured water was absorbed by the stick of celery their enthusiasm grew. Teachers ensure that pupils with special educational needs participate fully in the discussion part of lessons by asking them specific questions, which enabled them to contribute successfully to the lesson. These pupils are also well supported by classroom assistants who know these pupils well and offer help and encouragement so that appropriate learning takes place. By Year 6, all pupils are able to work in pairs and groups sharing ideas and hypotheses due to the levels of adult interaction.

100. A strength in science is the amount of time and the high focus given for the pupils to observe, investigate and experiment for themselves. Year 3 pupils, for example, were observed studying plants and their need for water. An experiment using celery was conducted to show that the plant absorbed water up into its leaves. Pupils began by observing a cross section of the celery stalk and discussing what they could see. They then confidently made a hypothesis about how water travelled up the stalk. With skilful questioning by the teacher they were then able to suggest a way to conduct a fair test and preceded to place the celery stalks into coloured water. Their prediction was that the leaves would change colour and they were highly delighted when the experiment proved them right. Year 4 pupils consider how an investigation into materials could be made better and suggest modifications to the test to make it fairer; for example they said. "let's measure each piece of material before we experiment". Year 5 pupils build on this experience and begin to conduct investigations where one of the components of the experiment is changed while the others remain the same. They make sensible predictions before carrying out the investigation. By Year 6, pupils have a thorough understanding of a fair test and write up the investigation in a scientific manner using the technical terms of prediction, method, result and conclusion. They know that in order for a conclusion to be beyond doubt that they would need a much bigger sample. Across the key stage there are samples of previous work that show the good use numeracy skills to record data. Pupils use information and communication technology for producing graphs, charts and diagrams. However, this is an area that needs developing and the school has already identified this relative weakness.

101. The co-ordination of science is very good. The co-ordinator has raised teachers' confidence in teaching the subject, particularly in the use of investigative and experimental methods and this has led to improved standards. She has also had the opportunity to work alongside other members of staff, which has added to teachers' ability to the subject and has contributed well to her monitoring role. Improvements in planning have ensured that work presented to pupils is appropriate to the key stage and also to their level of ability as they move through the school. The school has placed a greater focus on providing opportunities for fair testing and investigative work at a more challenging level. This is reflected in the number of pupils who are attaining the higher level in the end of Year 6 national tests. Assessment of pupils' progress, and the use of this assessment to set targets, is an ongoing feature of improving science and has contributed to improved standards as the pupils know what they need to do to improve. The co-ordinator has set very appropriate targets for the further development of science and the action taken to meet these has been very effective. All teachers share a very good level of commitment to improving standards.

ART AND DESIGN

102. Standards of attainment in art are in line with national expectations throughout the school and pupils make satisfactory progress. In Year 1, pupils learn to mix paint to achieve a range of colour to match Van Gogh's palette. This is one of a number of examples of the

exposure of all years to the work of famous artists through which pupils learn to appreciate their skills with line, paint and composition. They build on these skills in Year 2 when they design and produce their fantasy flowers combining different forms with a rich range of colour. They can describe what they are trying to achieve when they follow a basic drawing course that equips them with line and observational skills. In the recent curriculum week pupils in Years 1 and 2 explored images of Australia to produce masks that reflected aboriginal culture.

103. In Years 3 and 4 pupils are introducing greater detail into their sketching of flowers and by Year 5 pupils respond very well to a challenge to paint poppies like the artist O'Keefe. The variations they produce are good and are evidence that the school's approach to the teaching of basic skills of painting is paying dividends. Pupils in Year 6 have produced some sound responses to the work of William Morris. They accurately colour match backgrounds from the source and experiment with abstract representations of plants. They develop these into symmetrical patterns that they superimpose on the backgrounds to create some good outcomes. In the recent curriculum week they produced dreamtime creatures using pastels and other 2D media. There are few opportunities for pupils to work in 3D. Pupils make good use of information technology to explore colour and form. The Year 6 club provides a good number of pupils with opportunities after school to work with textiles and clay.

104. Teaching and learning in art are good. This is an improvement since the last inspection. Teachers plan well to provide pupils with a programme of learning that introduces them to a range of drawing and painting skills. Pupils are given a stimulating set of tasks that make sure that skills once acquired are applied in progressively more challenging ways. Relationships are good between pupils and the adults they work with. Teachers and classroom assistants are most effective when they work around classes to promote individual progress. They keep pupils' learning on track through stimulating discussion. They know pupils well and are able to match challenge with ability.

105. The subject is well co-ordinated. The school is successfully introducing a national framework for art, but has also recently successfully introduced programmes of basic skills in painting and drawing which have already had a beneficial impact on the quality of pupils' work. However, this new development is yet to work its way through all year groups and have an effect on standards overall. In addition, there continues to be a need to develop work with a wider range of media, but this is planned for. The space available for storage is barely adequate. This limits work carried out on large objects and presents difficulties in keeping resources in good condition.

DESIGN AND TECHNOLOGY

106. Pupils' attainment in design and technology is in line with national expectations at the age of seven and eleven. Since the last inspection the introduction of the national guidelines as a scheme of work has improved planning in the subject. A good feature of provision is that all year groups now use a design sheet and the pupils are taught how to evaluate their finished work. Improvements have raised the quality of finished work, but are yet to impact on standards overall.

107. Younger pupils construct pop-up cards and books and book making develops as pupils move through the school. They also make glove puppets using a variety of materials and cutting and joining techniques. Pupils successfully learn how to make simple joins by stitching and can evaluate and assess the method they have chosen. At the end of Year 2, pupils design products creatively and make sketches of their designs, which they use to

make such things as Easter bonnets. They evaluate finished work, describing the techniques used and how they might be improved. Pupils have sound construction skills and

use a range of simple hand tools safely and sensibly. They use construction kits to build sturdy structures, consolidating their learning in mathematics when, for example, they construct cubes and triangular shapes. Pupils' achievement by the time they are seven is satisfactory.

108. Achievement is satisfactory in Years 3 to 6. Older pupils continue to make sound progress when they design and make more advanced projects because work is often relevantly linked to other subjects. Pupils extend their knowledge of the topics they are studying in mathematics and information technology. They develop their language skills when new words in technology are introduced. At the end of Year 6, pupils have good construction skills and continue to design creatively. For example, they investigate structures, such as shelters. Using the data they have collected they design a shelter that would be suitable for a particular need or environment. They use appropriate tools and materials and they take good account these when they design products and evaluate their finished articles against their original intentions. Pupils enjoy opportunities to work creatively and have a sense of achievement when they make products that are unique to them. Higher attaining pupils demonstrate some flair and imagination in their designs and have good construction skills. Pupils with special educational needs make appropriate progress because they are well supported by teachers and classroom assistants and they are provided with work to meet their individual needs.

109. The quality of teaching is satisfactory. Teachers encourage pupils to work creatively and there are high expectations of good standards of finished work and of methods of working. They learn to make independent decisions about the materials they use and how their products will look. This is well rooted in the Years 1 and 2 classes when children develop attractive designs and colours using a range of materials for bonnets. Teachers select imaginative projects, which enthuse pupils, and they maintain useful photographic records of work. They have a satisfactory knowledge of the design process, which they communicate effectively to pupils. As a result, pupils have good attitudes to their work, which influences the good progress they make and an increased confidence and pride in their achievements. This has led to good progress in this aspect of the work since the previous inspection.

110. Since the last inspection there have been several co-ordinators of the subject and this has meant that monitoring of standards and provision has not been maintained consistently. The present holder of the position has only been in post since January. She is enthusiastic and has already had good support from the local authority advisor to decide the way forward for improving the subject. She has a clear idea of where the subject needs to be developed to raise standards further. Resources and equipment for the subject are satisfactory and teachers are not constrained in their choice of projects and offer a well-balanced range of experience for pupils. However, storage of resources, especially larger materials is limited and this affects the range and quality available.

GEOGRAPHY

111. By the age of seven and eleven pupils are attaining at expected levels. In Years 1 and 2 they are able to successfully collate data they have collected on their local environment. They can say why some data is better presented or more accessible when presented in different forms such as spreadsheets or pictograms. The pupils have a good knowledge of the features and characteristics of the local area and they can discuss this well. Pupils can explain satisfactorily how they have created their own surveys and talk about what they can deduce from them, for example that the super market is more expensive than the local street market. Pupils in Years 3 to 6 learn about human and

physical features of an area and by the end of the key stage they are able to consider the similarities and differences between their own local environment and other parts of the world such as a village in India. They learn how to use and interpret maps beginning with a simple key. By the end of Year 6 pupils are competent in using research skills to produce a group assignment on a mountain environment showing such information as population, employment, fauna and flora. Pupils of all abilities make satisfactory progress in acquiring geographical skills and knowledge.

112. Teachers have gained in confidence in their ability to teach geography since the last inspection as they have clear guidance from which to plan. This has led to good achievement by pupils in more recent work, but is yet to reflect in standards overall. The quality of teaching is good and sometimes very good. Lessons are well planned and the work is challenging for all pupils. Teachers make very good use of the support staff, who contribute very well to improving the pupils' learning. As a result, pupils' attitudes to the subject are very positive. They are enthusiastic and conscientious, well behaved and show a willingness to achieve. Teachers' classroom management is good and in some classes the lively approach to teaching engages the interest of all pupils and ensures that good learning takes place. This helps to create the caring, friendly atmosphere in all classrooms. Pupils work well together and share ideas and help each other, which aids learning. The pupils' attainment is assessed regularly against national levels and this data is used to plan what is needed to improve work in the subject. Year 6 pupils are beginning to show independence in their learning. For example, those who have Internet access at home do their own research and bring new information to the lesson, which benefits the whole group.

113. The co-ordinator has only been in post for six months and during that time she has begun to raise the profile of the subject, which is beginning to reflect in pupils' achievement. Her management role is good and the priorities for development reflect this. Geography makes a contribution to the pupils' spiritual, moral, social and cultural development as pupils learn about their own society and others around the world and make comparisons. The pupils are encouraged to be responsible for their environment and to be aware of differences in the environment in other countries. With the introduction of the literacy and numeracy strategies geography has been a low priority on the development plan since the last inspection, but improvements in the curriculum and in raising teachers confidence have been good developments that are positively affecting pupils' attainment.

HISTORY

114. Standards are in line with those expected nationally by the time pupils are seven and eleven. Teachers are aware of the varying attainments of pupils and make good provision to meet the needs of both higher and lower attaining pupils in the tasks set. This is an improvement since the last inspection, when there was reported to be a lack of challenge for higher attaining pupils in Years 3 to 6, and this has had a positive effect on pupils' achievement, but is yet to reflect in standards overall.

115. By the age of seven pupils are developing an awareness of the passing of time and demonstrate a developing awareness of the differences between past and present in their own and other people's lives. Pupils' achievements are satisfactory. They have developed an appropriate awareness of chronology and have used timelines to focus key events in their lives. Pupils know that aspects of daily life change over time. They learn about significant events, such as the Great Fire of London, and study the lives of people at that time, making comparisons with their own lives. They use language that shows their understanding of the passing of time, such as 'before', 'after' and 'a long time ago' in Year

1. Pupils are beginning to realise that they can obtain information about the past from a variety of sources such as photographs, newspapers, books and artefacts. They develop questions to ask of people or to find out from secondary sources. Pupils are very enthusiastic to talk about the history of the local area and say they want to learn more. They also talk about the ways they can record facts they have found out, for example, pictorially, in writing reports or graphically.

116. In Years 3 to 6, achievement is good due to the current focus for improving assessment and developing modules of work that build on what pupils know and can do through the key stage. These initiatives are relatively new and are yet to reflect in the standards achieved. Pupils develop their knowledge and understanding of the passage of time. They learn about significant events during a period in history, for example, when Queen Victoria married Albert, when her coronation was and when she had her children. The pupils' knowledge and understanding of how events impact on peoples lives is deepened. This is developed particularly well in Year 6 when pupils use the Internet to find out more about life in the Blitz and to find answers to questions set by the teacher. They write extended essays recounting the events of Victory in Europe and Victory in Japan. They study how the significant events of World War 2 had on the society in Britain and societies elsewhere in the world. They can discuss the reasons for and the results of historical events. Pupils understand that the past can be represented and interpreted in different ways, for example, by studying literature about the same event reported by different people or by looking at different works of art depicting the same event. The use of primary and secondary resources are used to bring the past to life for the pupils whenever possible and they record and describe their findings in a variety of ways, increasing their vocabulary as they move from Year 3 to Year 6. Literacy links are particularly well developed in Year 5 where pupils are confident in using 'writing frames' to express their ideas and form their conclusions sequentially.

117. Teaching and learning observed was good. The quality of pupils' work examined indicates that this is the general standard. The lesson was very well planned and well structured enabling pupils to make good progress. The teacher engaged the interest and enthusiasm of the pupils. For example, they were introduced to an important state occasion through the examination of a picture of the event. They were interested in the artwork of the period, the architecture of the building, the transport used and the pomp of the ceremony. Pupils co-operated well together, bouncing ideas around, and behaviour was very good, which helped to create a very good atmosphere for learning. Time was well used and the plenary session was used very effectively to consolidate new learning, pupils' knowledge and understanding and to praise pupils for their hard work and good effort.

118. The management of history is good. Teachers have worked together to agree the units of study to be taught using national guidance as a schemes of work. This ensures that there is progression as pupils move through the school and is reflected in the good achievement seen in Key Stage 2. Assessment is good. The co-ordinator is that can be used across the school developing an investigative approach. This is providing information about individual performance and progress and enables staff to track pupils' attainment and plan work to build on this progressively. The co-ordinator also samples pupils' work regularly to ensure that she has a secure knowledge of standards and that teacher's plans are being delivered effectively. Overall, resources make a good contribution to pupils' learning. Artefacts on specific topics are collected by the school or loaned from the local museum. An improvement since the last inspection has been the centralisation of resources so that all staff are aware of what is available to support teaching and learning from first-hand experience.

119. Arrangements are made for visitors into school and for pupils to visit places of historic interest in the community, for example, a Victorian schoolroom, and this enhances their knowledge and understanding of the past. Information technology makes a satisfactory contribution to learning as the Internet is used to research information and the co-ordinator is developing the use of a software package to enhance learning as part of her action plan. History is promoted very well in the school's curriculum week when pupils' are involved in activities such as 'guess the mystery object' and Tudor dancing. This brings history to life for the pupils and is reflected in their interest and enthusiasm for the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. Attainment in information technology is in line with national expectations throughout the school. Pupils work through a well-planned curriculum that provides them with experiences of all aspects of information technology set out in the National Curriculum. The installation of a new network room with good software has had a significant impact on the progress all pupils are making in this subject and their achievement is good, but this is yet to impact on the overall level of standards. The suite allows teachers to teach large groups all at the same time and is a more efficient way of teaching basic information and communication technology skills.

121. By age seven, pupils are using desktop publishing skills successfully to make road safety posters that are bold and to the point. Reception pupils acquire the skills needed to combine text and graphics. Year 2 pupils use a graphics package well when they model the mixing of colour in an exercise that supports what they are learning in art. They model graphical effects of light and dark when they use information technology to paint pictures of the Great Fire of London. These pupils are making good progress learning about ways in which information is stored when they create with their teacher their own database listing the details of their pets. They know that they can share this information with others in the form of charts using a facility from the database software. They have learnt how to control the movement of a robotic machine along a predetermined path. Pupils at this age have made good progress in acquiring the full range of skills required by the National Curriculum.

122. By age eleven, pupils use a computer to help the drafting and redrafting process in their literacy work. Year 6 pupils are presently creating entries that will go into a magazine designed as their own survival guide for High School. They are learning to use a digital camera so that they can combine images and text using desktop publishing software. They understand how sensors can be linked to computers to sense changes in their immediate environment. They work with a model house and can set up sensors to detect movement and light levels. This exercise also involves the writing of simple programmes to control sequences of events. Pupils have adequate knowledge of database work. They have created a database about rivers in geography and they can search for information held on CD-ROM, but there are presently no facilities for them in school to search for information over the rich resource that is the Internet. Older pupils are making good use of a modelling package to rearrange an on-screen untidy room. Through this they learn that technology can be used to simulate real situations. Information technology supports the music curriculum well when pupils compose sequences of music on screen. They are able to change the instruments they use and the tempo of their pieces. Although teachers provide pupils with a sufficiently wide curriculum, they miss some opportunities to broaden pupils' understanding of the range of uses of information technology in the world about them.

123. Teaching and learning are good, but the benefits of consistent teaching are yet to be reflected in standards of attainment overall. Although teachers have not yet received the benefit of a planned and sustained programme of training in information and

communication technology, there is sufficient knowledge and expertise in the school to provide pupils with a good learning programme. Planning for all years follows a national scheme that is designed to offer pupils a broad range of relevant opportunities. Teachers' planning breaks this down into lessons that are challenging and that build on skills progressively, therefore extending learning. The technician makes a valuable contribution to this programme. His relationships with the pupils are very good and he guides them well through the tasks set by teachers. Pupils are keen to learn and will ask for advice when necessary. Teachers use question and answer techniques well to challenge and extend learning. They pack a lot into lessons to provide suitable challenge and their good classroom control makes sure that pupils can learn without unnecessary distraction.

124. Information technology is well co-ordinated in the school. Since the last inspection there has been improvement in a range of areas and the profile of the subject has been raised. Planning is better and the network room now constitutes a good learning resource though the delay in providing Internet access is depriving pupils of a valuable research and communication tool. Teachers are already more confident users of information technology than they were in the recent past and are in a good position to make the most of the planned programme of training. The school makes good provision for pupils with special educational needs and has acquired very good facilities for one pupil with limited motor skills. These are already promoting very good progress in his numeracy and literacy lessons. An extensive training programme is required for teachers and carers if the full potential of this particular software is to be realised. The resources for information technology are good in respect of hardware and this has had a positive effect on standards, but storage space is limited.

MODERN FOREIGN LANGUAGES

125. It was only possible to observe one half-hour period of German during the period of the inspection. During the lesson observed, pupils were building on the basic German language skills including numbers, days of the week, months and the names of places. Pupils worked as a class in reciting each of these names in the target language in a dramatic and extremely enthusiastic manner. They displayed real pleasure, if not delight in their work and tried very hard to please their teacher.

126. The very good progress made in this lesson owed much to the personal enthusiasm of the teacher, who consolidated previous language skills and introduced the pupils to new vocabulary in a highly energetic and animated manner. The lesson was active and rigorous with the majority of the lesson taking place in German.

127. Modern Foreign Languages are taught as part of the Leeds Language Project, which seeks to promote language skills throughout the city and improve pupils' knowledge, understanding and use of another language. The project not only promotes the development of foreign languages, but also focuses on the cultural background of the language studied. The school has received an award for their contribution to the project. Pupils in Year 6 are taught French and their academic work is put into practice during an annual school trip to France. The teaching of languages makes a valuable contribution to the enriched curriculum provided by the school and contributes well to pupils' cultural development.

MUSIC

128. At the time of the last inspection, music was a strength of the school. The achievements reported then have been maintained and some aspects developed even

further. The provision for music is excellent. This results in confident performers and standards are well above expectations for pupils aged seven and eleven. A significant number of musicians achieve exceptional standards when compared to age-related expectations. Standards have improved on the above average attainment reported at the last inspection Pupils are supported in their learning by a very wide range of extra curricular activities and instrumental lessons.

129. In Year 1, pupils learn the names of instruments and the sounds that they make. They know that these, and their voices, are 'sound making machines'. Pupils compose music to accompany the words to familiar stories and they select sounds to represent different phrases. They listen, perform and evaluate and their achievement is very good. By the end of Year 2, all pupils are very confident and enthusiastic to sing familiar and new songs. They pitch their voices very well within a range that is comfortable. They have very good clarity and diction and control the volume of their voices very well. This was seen when the choir sang 'I'm leaning on the lamp-post'. Pupils accompany singing using a range of tuned and un-tuned instruments skilfully. Pupils have a very good knowledge and understanding of rhythm and keeping a beat. All pupils in Year 2 learn to play the recorder. The lower attaining pupils achieve very well and attain standards above the expected levels. They repeat musical patterns with accuracy and control and sight-read simple notation. They know the names of the notes and their values. They understand the bar references and rests and know why they make a mistake. For example, "I got the fingering wrong". Standards of instrument playing for the higher attaining pupils are well above expectations. They understand time signatures and can explain with clarity what happens when you add a minim to a score. By the time they move into Year 3, pupils' achievements are very good whatever their ability.

130. During Years 3 and 4, pupils' progress continues to be very good. In Year 3, pupils echo tunes with their voices and instruments. They sight read notation of increasing complexity and can clap the rhythm that the notes represent. Using their knowledge they compose using a given number of beats to each bar. All pupils in Year 3 play the violin with a high level of confidence and skill. They can maintain the bow on one string to hold the note D, then break into E and F sharp. Their fingering and bow control is accurate and they read musical score in 4/4 time confidently. At the end of Year 3, pupils choose whether they continue playing an instrument onto higher levels. If they choose not to follow this path, the opportunities to improve their general instrumental and singing skills continue in class lessons or in extra-curricular activities. During Year 4 pupils develop their knowledge of tempo and write their own tunes to demonstrate their knowledge of chords. They listen to each other's performance and contribute ideas as to how the composition could be improved. All pupils are able to follow a conductor with confidence as this is introduced early in the pupils' experience of performing. Very good progress is maintained as pupils move into upper Key Stage 2. In Year 5, a very good focus is given to improving pupils' knowledge and understanding of improvisation. Pupils know all the notes in the C chord and the F chord and sing the scale. They know what notes are in the 'blues' scale and use this knowledge to create music by altering the notes. Pupils use their knowledge of pitch, rhythm and dynamics to create a tune that sounds good over the blues accompaniment. By the end of Year 6, pupils use their voices very competently as instruments. They sing in unison and harmony as they sing accompaniments as a second part. Pupils are experienced at holding various forms of part-singing. Instrumental skills are very well developed and percussionists can keep the beat with a variety of notes and understand the need to keep time with the key signature tune. Instrumentalists play solo parts with a high degree of accuracy and join together to play their parts in orchestral pieces. Many pupils who play instruments including flutes, clarinets, violins, treble recorders and trumpets make

exceptional progress due to the high quality teaching, the number of opportunities they have to practise and perform and the diversity of the learning opportunities offered to them.

131. The quality of teaching seen was always good or better. In the majority of lessons members of staffs own knowledge, understanding and enthusiasm contributed to very good teaching. Excellent teaching was also observed when the music instructor taught lessons in unison with the class teachers. The organisation of music lessons is very good and allows all pupils to be taught by a specialist instructor and teachers with specialist knowledge at some time. This ensures that all pupils benefit from the best teaching and learning experiences with frequency. The use of time and resources is excellent. All lessons are planned to ensure that pupils' knowledge, skills and understanding are built on progressively. They take account of what has gone on before and the ability of the pupils. Assessment procedures are very effective in providing information about what the pupils' understand and can do. Assessment occurs throughout lessons and consequently pupils are constantly challenged. In the majority of lessons observed the management of the lesson and pupils was effortless, as the relationships between the staff and pupils are superb. As a result, pupils' interest concentration and creative effort is outstanding. For example, in a Year 5 class the pupil's relationship with the instructor was exemplified when they shouted 'wow' when he expressed a wish to join in the performance. Two boys said "he's real wacky, he jives everything up and we love it". Expectations of what pupils can achieve are excellent in the majority of lessons and teachers capitalise on every element of lessons to promote high standards. This contributes to the wonderful 'buzz' that is created through the provision of music in the school.

132. The management of the subject is excellent. This is led by the co-ordinator, but the significant contribution and dedication of other members of staff contributes to the outstanding provision. The quality of learning opportunities is also excellent and includes the wide-ranging experiences that occur outside lessons. The relevance of the music curriculum helps the school to fulfil its aims and contributes strongly to the ethos of the school. All pupils' performances are valued very highly and pupils' love of the subject comes from this and the fact that they all given opportunities 'have a go' and that no one 'fails'. Pupils' opportunities are enhanced through the focus placed on performing in and out of school. Their confidence and self-esteem are greatly enhanced by this. The resources for learning are generally good, but storage and teaching space is unsatisfactory. The music instructor has to spend valuable time moving resources around the school, as there is no specific teaching space available. Some of the classrooms are not conducive to teaching the subject due to the acoustics, the instability of the floors and the relatively small teaching spaces available in some rooms.

PHYSICAL EDUCATION

133. Pupils in both key stages make satisfactory progress in their physical education skills and attain standards in line with expectations for their age.

Pupils in Year 1 display the ability to throw and catch small balls both on their own and with a partner, with increased accuracy. Pupils' sound progress is every much influenced by their good self-discipline and their ability to clearly focus on the skills developed. Pupils in Year 1 throw beanbags over distances, exploring the best arm action in order to achieve the greatest distance. Pupils in Year 2 focus on skills associated with netball and they explore underarm and chest passes. The good progress made in this lesson was enhanced by the good demonstration of skills by the teacher and the opportunity for pupils to demonstrate good practice to each other.

134. Pupils in Years 3 and 4 demonstrate good problem solving skills in outdoor adventure activities such as when they work out the best way to cross a 'swamp' using a range of equipment. The very good progress made in this lesson was helped by the pupils' ability to work in a collaborative manner. They listened to and valued each other's opinion and came to a consensus as to how the problem could be solved. Pupils in Year 5 make sound progress in field games as they learn to throw balls, plastic javelins and shots. Pupils' progress was helped by the teachers' subject knowledge and the focus on stance and arm-action in order to achieve the greatest distance. Pupils in Year 6 displayed real pleasure as they took part in circuit training activities. They worked together to measure how far they could run during a five and ten second period. The activity helped pupils to take control of their own learning as they measured each other's improvements since the previous week. The large majority of pupils fulfil the national requirements for swimming by the time that they are eleven.

135. The quality of teaching is good overall. Lessons are well planned, organised and resources, with teachers sharing lesson objectives with pupils. Teachers' planning documents indicate that all pupils, including those with special needs have equality of access to all areas of the National Curriculum for physical education. Pupils with specific physical disabilities are provided with an adapted curriculum where necessary, so that they can be fully included in programmes of work for pupils of their age. An appropriate amount of time is spent on warm-up activities, with teachers making pupils aware of all health and safety issues. Lessons are well paced and active as teachers use good demonstrations to show pupils the skills to be developed and allow pupils time to have a go and to demonstrate good practice to each other so that performance can be improved. Teachers are secure in their subject knowledge and convey it to pupils in a meaningful and informed manner. Pupils in both key stages display real pleasure in their activities. They work with good self-discipline and control and listen with interest to teachers' coaching points. Pupils work well together when working in pairs or small groups and are aware of the need to work together in order to achieve success.

136. Management of the subject is good. The co-ordinator has set good priorities for development and action taken to meet these has been good. The subject contributes very well to promoting pupils' personal and social development. Resources for the subject are adequate, but storage is barely adequate.

RELIGIOUS EDUCATION

137. Standards are above expectations for pupils aged seven and eleven. This is a significant improvement since the last inspection when religious education was identified as a key issue.

138. By the age of seven, pupils understand that stories may have a deeper meaning and can discuss this well. They can remember parables and recount meanings, which shows the level of their understanding. Pupils use cartoons to sequence a story and these help to make it meaningful for them. They can discuss and write about their friends and family and helping other people. They know about different the festivals of different faiths and special clothes associated with different religions.

139. By the age of eleven, pupils understand and present issues in a variety of ways. For example, animal rights and bullying. They study the lives of people who have had a significant impact on the lives of others, for example Mother Theresa and Nicky Cruz. They competently discuss the challenges these people faced. Pupils explore their own beliefs and feelings in sensitive and sensible way. They write about things that are sacred to them.

Pupils have a well developed understanding of the rites of passage in different faiths, for example, Baptism and the symbolism of other faiths, such as, the 5Ks in Sikhism. The pupils go on visits to sacred buildings, such as a church and a mosque, and understand the importance and the beauty of the buildings.

140. The quality of teaching was very good and pupils' learning was very good. In one lesson learning was excellent, as pupils fully understood the concepts being taught, they used different approaches to present their work and developed a deep understanding of a range of issues affecting society. The highest quality lessons were characterised by an excellent rapport between teaching and support staff and between staff and pupils. Pupils were given a lot of responsibility in researching and presenting their work, which was of the highest quality as were the reflections following the pupils' presentations. Pupils and staff gained pride and satisfaction through the progress that had been made.

141. The developments since adopting the Leeds Agreed Syllabus and in whole school planning have led to very good progress being made and high attainment. The enthusiasm of the teachers to develop both subject knowledge and a variety of approaches are also a feature of teaching. Classroom assistants give very good support to lower attaining pupils and those with behaviour difficulties to enable them to have the opportunity to participate in all aspects of the subject.

142. Systems for assessing and recording pupils' attainment are developing. All work is marked with suggestions for improvement so the pupils can take responsibility for their own learning. Resources have been purchased, but do not yet provide a wide variety of artefacts from different faiths or a wide range of reference books. The management of the subject is good and there is a comprehensive action plan that outlines appropriate further developments. The co-ordinator has a good understanding of the Agreed Syllabus and this has been used to develop a scheme of work for the school that helps teachers to plan effectively, which has led to improved standards.