

INSPECTION REPORT

GLEDHOW PRIMARY SCHOOL

LEEDS

LEA area: Leeds

Unique reference number: 107904

Headteacher: Mr M Amesbury

Reporting inspector: Mr J Hagan
OIN 1065

Dates of inspection: 22nd – 24th January 2001

Inspection number: 192691

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Lidgett Lane Leeds
Postcode:	LS8 1PL
Telephone number:	0113 293 0392
Fax number:	0113 293 0300
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Chitty
Date of previous inspection:	March 1997

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INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr J Hagan OIN 1065	Registered inspector
Dr J Cross OIN 8988	Lay inspector
Mrs C McBride OIN 2810	Team inspector
Mrs L Traves OIN 24039	Team Inspector

The inspection contractor was:

Primary Associates Limited
West Lancs Technology Management Centre
Moss Lane View
Skelmersdale
WN8 9TN

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33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	6
WHAT COULD BE IMPROVED	11
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	13
PART C: SCHOOL DATA AND INDICATORS	14

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated on the outskirts of Leeds. It serves boys and girls aged 3 – 11 years and has 493 full time pupils and 67 part-time pupils in the nursery. It is much bigger than most primary schools. The school has a language resource for up to eight children with speech and language difficulties, which is funded by the Local Education Authority. These pupils are integrated into mainstream classes throughout the school. Aside from these pupils, the school has the same number of pupils on its special needs register as in most schools. The percentage of pupils known to be eligible for free school meals (18 per cent) is broadly in line with the national average. Although the school population is predominantly white, the percentage of children from other ethnic backgrounds who speak English as an additional language (20 per cent) is high when compared with other primary schools. The school is a popular one and although the majority of its pupils live locally it does draw its children from a wide area. Pupils' attainment on entry to the school is average.

HOW GOOD THE SCHOOL IS

This is a good school. Overall, the good quality of teaching enables children to achieve well. By the time they leave, they have attained high standards. Children's behaviour, attitudes and personal development are very good. The school is well led and all the staff and governors work effectively to ensure the school meets its main aims. The school provides good value for money.

What the school does well

- The school enables pupils to attain high standards in English, mathematics and science by the time they leave
- Pupils reach high standards in their behaviour and personal development
- It is good at supporting the individual needs of pupils and helping them to achieve well.
- It sets a clear direction for its work through good leadership and management
- Nursery provision is of very good quality, and pupils to get off to a good start.

What could be improved

- Pupils' attainment in writing in Key Stage 1.
- Pupils in Key Stage 2 do not acquire skills in information and communication technology (ICT) at a fast enough rate.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. Since then it has made good improvements in the majority of key areas and has addressed the minor issues raised. The school has improved its performance in the national tests. When compared with similar schools, more children are now achieving the higher Level 5 in English, mathematics and science. Pupils' punctuality is much better. The accommodation has improved because new classrooms have replaced those that were condemned. However, the nursery building is still in need of much refurbishment. The school's leadership and management is much more effective at checking on the quality of what is provided. The school has improved the match of work for children with special needs in mainstream class lessons and the quality of their individual education plans. Along with better teaching, the improvement is such that the provision for children with special needs is now judged to be a strength of the school. Whilst the school

has improved its assessment of pupil's progress in lessons, there are still some weaknesses evident in the infants. As a result, some children are not sufficiently challenged by some of their work. The school has also responded very well to recent national initiatives. It has drawn on the national numeracy and literacy strategies to improve aspects of teaching and to raise standards.

STANDARDS

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

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

At the end of their reception year, the majority of children are meeting national expectations set out for children of this age. The school builds steadily on this good start and most pupils aged 7 years attain the standards expected of them in reading, mathematics and science. In writing however, too few pupils reach higher levels or do as well as they could. The most recent test results in writing at Key Stage 1 were well below average owing to the poor performance of the boys. Girls out-perform boys in reading, writing and mathematics at Key Stage 1, although good teaching results in the balance being redressed by the time they leave the school. Another reason for the school's better performance at Key Stage 2 is that it takes some time for the school's population of pupils learning English as an additional language to become competent enough at writing to attain average standards. The school is exceeding the targets it has set for itself, although these are challenging.

Inspection findings are that at age 11, pupils are using a good range of vocabulary and express themselves well. They have above average comprehension skills and they are able to write well in different subjects, such as history and science. This is not as strong a picture in the infant classes because pupils do not always develop the quality of their writing well enough in lessons other than literacy. Standards in mathematics are above average and pupils at the end of both key stages have a good all-round knowledge of number facts and tables. The school's strong emphasis on teaching pupils different methods of calculation means that children work confidently with numbers and enjoy the subject. Pupils attain average standards in science at Key Stage 1 and build upon this well to be above average by the time they leave. Pupils' attainment in information and communication technology (ICT) is average at 7, but standards at 11 are not as high as they should be. This is because the school's resources are not good enough to allow them to extend their skills. There are also too few opportunities for them to apply their skills by using them in other subjects. Standards in history and music are above average. The school places a high importance on offering children many practical, first hand experiences which enables them to achieve well in these subjects. Pupils' individual learning needs are given good support. As a result, those with special educational needs achieve well in relation to their abilities. Pupils who are learning English as an additional language progress well and most attain the average expected for their age in all subjects by Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning are very good. The vast majority of pupils listen well, concentrate on their work and settle quickly to the activities they are given.
Behaviour, in and out of classrooms	Pupils' behaviour is very good. They respond well to instructions and move about the building in an orderly manner. They are polite and eager to help.
Personal development and relationships	Pupils' personal development is very good. Children get on well together and their relationships with adults are very positive. By the time they leave the school, children show high levels of maturity for their age.
Attendance	Average. The same as seen in most schools. Pupils arrive on time and lessons start promptly.

TEACHING AND LEARNING

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

Of the lessons seen during the inspection, 40 per cent were judged to be of satisfactory quality; 37 per cent were good; 17 per cent were very good and 6 per cent were excellent. Children achieve well in the nursery because teaching here is consistently very good. All adults are good at helping children to develop their personal, social and language skills and to become independent. This results in all children, but particularly those who are learning English as an additional language, learning at a fast rate. Teaching is also consistently very good in the Year 6 classes. There is some very good or excellent teaching throughout the rest of the school although the picture is more mixed and overall it is stronger in Key Stage 2 than in Key Stage 1. Reading is taught well and good foundations of sound and word recognition are laid in the infant classes. Teachers in the juniors have high expectations of pupils and this pushes them on even further. Pupils in Years 1 and 2 do not achieve as well as they could in writing. This is partly because teachers do not build in enough time for them to undertake longer writing tasks and lessons are less challenging than in the juniors, where some very good and excellent teaching takes place. The teaching of mathematics is good in all key stages and pupils learn at a good rate because they enjoy lessons and are encouraged to 'have a go'. Most pupils develop confidence in number calculation because teachers are good at showing them many different ways of working out answers. Science is also taught well throughout the school, but the quality of lessons is particularly good in Years 5 and 6. A good balance is achieved between teaching scientific facts and developing pupils' skills in investigating and experimenting. The work of one or two teachers with high levels of expertise results in good achievement throughout the school in history and music. Their guidance of other teachers and the very good quality of their own teaching has a strong impact on the development of pupils' skills in these subjects. Pupils with special educational needs gain confidence and achieve well because teachers adapt work to their specific needs and they are given good support during lessons. Those pupils who are learning English as an additional language benefit from the school's policy of providing extra support and resources throughout the nursery and Key Stage 1. They settle quickly into school and the good

relationships they have with adults mean that they quickly gain confidence in communicating and socialising.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Visits and visitors really enhance the quality of the curriculum. There is a good range of activities outside of school hours. The provision for nursery children is a particular strength. However, infant children do not have enough opportunities to develop their writing. Information and communication technology is not developed well in other subjects.
Provision for pupils with special educational needs	Good. They receive good quality support when they are in class and when they are withdrawn to work in small groups.
Provision for pupils with English as an additional language	Good. Support staff are deployed effectively to help these pupils during class lessons. Resources are used well to help children improve in their understanding. The school works closely with their parents.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' personal development is very good. The school is very good at fostering pupils' moral, social and cultural development. Spiritual development is satisfactory. Whilst the school helps children develop an appreciation of the natural world, it is not as successful at promoting prayer or spiritual values.
How well the school cares for its pupils	The level of care is good. Procedures for child protection are secure. The staff know their pupils well and provide effectively for their individual needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The head, deputy, governors and staff work as an effective team. They have a shared clear view of what the school should offer its pupils.
How well the governors fulfil their responsibilities	Very good. They are successful at planning ahead and questioning the school about its work. They are very committed and involved in the work of the school.
The school's evaluation of its performance	Good. The head, deputy and other key staff have a very good understanding of how well the school is doing and what it needs to do next to improve.
The strategic use of resources	Good. The school makes good use of its resources. It applies the principles of best value well, for example through the effective processes it has for consulting with its parents.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children enjoy coming to school• Children's behaviour is good• The school helps children to become mature and sensible• The way the school works closely with them and expects children to work hard• Consultation with parents is good	<ul style="list-style-type: none">• Some are concerned about the amount and frequency of homework

Only a small percentage of parents returned the questionnaires. The parents' views of the school are very good. The inspection team agrees with the positive views. The amount of homework is in line with recommended guidelines.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school enables pupils to attain high standards in English, mathematics and science by the time they leave

1. Pupils' attainment on leaving the school is a reflection of their good progress over time. The school's approach to the teaching of reading means that pupils acquire particularly strong skills. A high emphasis is placed on teaching younger children to recognise letters and sounds. Teachers of older children are knowledgeable about how to build on this strong early learning. They offer a good range of interesting reading material and develop pupils' ability to read and understand the subtleties of more complex stories and writing.
2. Pupils achieve good standards in spelling because all teachers constantly encourage them to learn and use the correct vocabulary. New words are carefully noted and pupils keep word books to which they can refer. This is a particularly useful aid to those children with learning difficulties or those who are learning English as an additional language. Teachers are good at picking up on mistakes. In a Year 3 lesson, the teacher spotted that many of the class were spelling plural words incorrectly. She drew this to their attention and gave them a short, sharp practice session to reinforce the right way.
3. Children are given plenty of opportunities to speak out, both as individuals or a part of a group. Teachers make time for them to debate issues and discuss their ideas. The result is that they are confident and fluent speakers who can put forward their ideas in a logical, sensible way. They also listen carefully and with great intent to what teachers and other pupils have to say. This enables them to pick up on new concepts quickly as they think about what has been said.
4. Although there are weaknesses in the quality of pupils' imaginative writing at Key Stage 1, they have a good knowledge of correct punctuation and spelling. They move on quickly in developing the quality of their work in Key Stage 2 because teachers help them to organise their ideas and expand the length of their written pieces. They also provide children with many chances to practise their writing skills through using them to good advantage in other subjects, such as history. Children take a pride in their work and present it with good handwriting, in a neat form.
5. The school's approach to the teaching of mathematics is successful because children gain confidence and enjoyment in their work. A lot of attention is given to helping pupils develop strategies for calculation and in encouraging them to 'have a go' and not worry about making mistakes. Good teaching throughout the school, particularly in Years 5 and 6, means that all pupils achieve well and leave the school having acquired a good understanding of fractions, number facts, tables and place value. They have developed important mathematical skills such as estimating, measuring and calculating accurately. Their work shows that they have a good understanding of more complex mathematical ideas, such as the relationship between fractions, decimals and percentages. In lessons, teachers plan work well so that there is a good balance between pupils consolidating their existing skills and learning new ones. Teachers expect pupils to work hard and as a result lessons are productive with a lot of ground being covered.

6. Pupils leave the school with a good knowledge both of scientific facts and the processes of experimenting and investigating. They show above average skills in setting up a fair test, predicting the outcomes of their experiment and recording the results of what they find.
7. Teachers have good subject knowledge. They are confident to allow pupils to experiment and explain what they find. Children are encouraged to argue a case for what they believe to be correct, or a tack they wish to pursue. Science work is recorded in a variety of ways and as with other areas of learning, teachers expect a lot of their pupils in their work and behaviour. Pupils aspire strongly to these expectations. Not only do they present their work in a neat, well-ordered way, but they also produce a large volume of recorded work.

Its good quality provision results in pupils reaching high standards in their behaviour and personal development

8. One of the main aims of the school is to help its pupils develop into 'well-rounded' individuals. The school is successful in achieving this aim because it provides plenty of good quality opportunities for children to enhance their personal development. The school council is one very good example. Older pupils in Years 5 and 6 are elected by their fellow pupils to serve as their representatives on the council. They meet regularly to work through an agreed agenda, minute the outcomes of the meetings and report back to the other pupils on the decisions reached.
9. The school is also committed to ensuring its pupils have plenty of opportunities to learn from first hand experiences, through visits to places of interest and through visitors coming into school to talk to them. Excellent examples of this are to be seen in the school's approach to the teaching and learning of history. Children have visited the Bede Monastery Museum and listened to 'A Greek storyteller at the time of Pericles'.
10. The school's approach to the teaching of history is also very effective because it contributes so much to children's personal development. Not only do the children improve their knowledge of historical facts, but they also make valuable gains in their learning and understanding of their own and other cultures. The standards achieved by pupils in history are above average. One of the reasons for this is because they are given plenty of opportunities to interpret, organise and communicate information.
11. The school offers a wide range of after school activities. These help pupils to improve their skills and expertise, for example in the playing of musical instruments. It also provides valuable opportunities for social development, for example through involvement in team games. The residential experiences offered to all the pupils in Years 5 and 6 are further examples of the school's commitment to offering pupils valuable experiences that contribute to their personal development.
12. Throughout the school, teachers encourage their pupils to become independent. This independence is fostered from the earliest age with children in the nursery encouraged to make choices and to persevere with what they choose to do. As they move through the school they are taught how to find information out for themselves and through these opportunities they develop important skills such as the ability to undertake research.
13. During history and geography lessons teachers take the opportunity to impress on children the need to consider facts, draw information from a number of sources and come to a personal view. A very good example of this was seen in a geography lesson

in Year 5. Pupils were learning about environmental issues related to rainforests. The teacher asked them to consider a number of issues including the reasons why people acted as they did and the impact these actions might have on the creatures that lived in the rainforests, and on the global environment. He stressed how important it was that they could form a view on something which is likely to have a big impact on everyone's lives in the future.

14. Pupils are encouraged to take responsibility for themselves and to help one another to improve through assessment of their own and other children's performance. This helps them not only to improve as individuals but to develop a respect and sensitivity for others.
15. Teachers plan a good range of different and interesting approaches that enable pupils to work individually, in pairs or in small groups. Children respond very well to these opportunities and demonstrate very positive attitudes to their work. They concentrate well and persevere with their tasks. A very good example was seen in a Year 2 class. One group were given some sums that had been done by the teacher. He told them some were right and some wrong. The children were asked to be teachers and to mark the work, using red pens. When they found a wrong answer, their job was to correct it. The children loved the activity and set about it with real enthusiasm
16. The school has high expectations for the way children should behave. The vast majority of children respond really well to these, and as a result their behaviour in lessons and as they move around the school is very good. Children are very polite and courteous to visitors and are thoughtful of others.

It is good at supporting the individual needs of pupils and helping them to achieve

17. Pupils at the school have a very broad range of individual learning needs. Substantial improvements have been made since the last inspection to the ways in which the school provides for this. It is now much more effective at taking into account the many different reasons why individual pupils may need support, and it quickly identifies those who do. This approach ensures that all groups of pupils, whatever their needs, are enabled to achieve well during their time at Gledhow.
18. The school now funds a teacher, (known as the Special Educational Needs Co-ordinator or SENCO), with full time responsibility for overseeing the progress and welfare of pupils on its register of individual need. This effective use of resources ensures that pupils' needs are met. Special work programmes are drawn up for them, appropriate support is given to them, and their progress is regularly reviewed. The school's work in this area is co-ordinated and led very effectively, and all those with responsibility for supporting pupils are clear about what needs to be done.
19. In some classes, the very wide range of pupils' needs presents a difficult challenge to teachers. The school ensures that staff are sufficiently trained to cope with this. Very effective use is made of knowledge and expertise from within the school itself. The resident speech and language therapist, for example, provides training and support for teachers. This has increased their knowledge and confidence in using different techniques to work with pupils experiencing language difficulties.
20. Resources are plentiful and staff are able to draw upon a comprehensive range of learning materials to support their work. This often helps to sustain pupils' interest and makes work enjoyable for them.

21. The school's team of support staff are knowledgeable, well trained and work closely with class teachers. During lessons, pupils who need extra help receive good guidance and this gives them confidence. This often enables them to participate in all class activities because their concentration is improved and they feel that they can cope with the work set.
22. Individual education plans are written in such a way that it is clear what the pupil's learning targets are. Teachers are therefore able to match work well to everyone's needs, and this is a strong feature of teaching in most lessons.
23. Pupils are enthusiastic about their work with support staff and the SENCO; these staff have excellent relationships with pupils. The praise and encouragement which they offer leads to high levels of motivation among children.
24. Parents are pleased with the school's provision for their children and the school makes every effort to involve them. For example, a weekly 'surgery' is held when parents can come to school and discuss issues related to their child's progress.
25. The school provides well for pupils who are learning English as an additional language. Its policy of providing a high level of support for children in the infant classes is effective and gets them off to a good start. Children quickly settle into school and start to communicate with adults and other children. They make very good gains in their language skills, and by Year 1, some are reading sentences aloud to the rest of the class fluently and confidently. The majority of pupils who enter the school with little or no English leave having attained or exceeded the average level for their age.
26. Although the school does not presently identify individual pupils as being unusually gifted or talented, those with particular talents in music and sport are enabled to achieve well and extend their skills. This is done through the many opportunities, which are made available to children to undertake musical tuition or sports coaching.

Nursery provision is of very good quality, and pupils to get off to a good start

27. The school's provision for children in the nursery is very good. It is well led and managed by the teacher. The nursery is organised very effectively, and as a result children quickly learn the routines and know what is expected of them. They settle quickly and are very happy and secure.
28. As they arrive each day children undertake two very purposeful activities. Firstly they register themselves by selecting the card, which has their name and special picture on it. This card is then transferred to the snack trolley. Children are encouraged to choose when they want to have a drink and when they do, to find it by identifying their special card. After registering they go to another table where a question is displayed each day. For example, it might say, ' Did you have toast for breakfast?' Guided by the adult who has brought them, they find their own name card and drop it into either the 'yes' or 'no' box in response to the question.
29. Tasks are well designed to ensure children have lots of opportunities to develop their language and number skills. Children are encouraged to develop early writing skills. For example in the role play area, they are encouraged to reserve a table in the 'Chinese Restaurant' by making marks in the book provided. During outdoor play they choose a vehicle that is parked in a 'number bay'. When they have finished they are expected to return it to the right place. This helps them to recognise and learn the

numbers 1 to 10. Adults are very effectively deployed to support individuals and groups of children during sessions. Each area of learning is clearly set out with a good range of resources and question prompts to be used by the adults to support the children's learning. Adults are very clear about what they want the children to get out of the activities. For example in the large construction area, children were making tall structures. The teacher, through very good intervention, inspired them to try out different ideas and test them out to find what worked and what didn't. They were encouraged to count as they built things and to talk about the colours and shapes of the objects they were using.

30. Children's personal and social development is given a high priority. They are given plenty of opportunities to make choices, interact with adults and each other and to become increasingly independent. They are praised and encouraged to have a go. As a result, children are keen to try out activities without worrying about making a mistake. They learn to take turns. For example when working on the computer, they know when the buzzer rings it is time for them to give another child a go.
31. The nursery communicates really well with the parents and they are kept well informed of how their children are doing. The assessment profiles, which the staff keep, are used to very good effect in showing how each child is progressing.

It sets a clear direction for its work because there is good leadership and management

32. There is good leadership by the headteacher, governors, senior management team and teachers with responsibility for subjects. They share a common understanding and pull in the same direction. Examples of this effective leadership at a variety of levels are seen in the work of the governing body, the senior management team and teachers with specific subject responsibilities or aspects.
33. The governing body is extremely supportive of the school. Governors have a very clear understanding of what they want the school to offer its pupils. They are very committed to Gledhow Primary and demonstrate this through their high levels of interest in the school. They are actively involved in its work. They fulfil their roles very effectively, for example in making a significant contribution to the strategic plan for the school's development. They are able to do this because they have a very good understanding of the school's strengths and areas for development.
34. The head and deputy form an effective team. Since the last inspection, they have improved the school's systems for checking on the quality of its work. They both have a very clear understanding of what needs to be done next to improve what is already a good school. The school improvement concentrates on the most significant issues. For example, current areas of focus are to raise achievements in writing and information technology. They have led the school successfully to achieve the nationally recognised award, 'Investors in People'. The result of this is that the school has very secure systems for identifying and providing for its staff's training needs. Whilst they are clearly committed to raising standards, they are particularly driven by a commitment to ensuring that the school meets its aim of turning out pupils who are well rounded individuals by the time they are ready to leave Gledhow. Their procedures for consulting with parents are very good. They have formed a strong staff team, which is working together collectively to improve the quality of education the school offers. They encourage and expect staff to use their expertise and as a result there are a number of staff who demonstrate good leadership in their areas of responsibility.

35. Teachers with responsibility for English, history, music and special educational needs have a clear understanding of what is working and what needs to be done next to further improve these areas. All of these teachers have strong subject knowledge and make good use of it to support, advise and lead their colleagues. This good level of support and advice is one of the reasons why standards for example, in history and music are better than those seen in most schools and why children with special needs are achieving well against the targets set for them.
36. Another positive feature of the school's leadership and management is seen in the way they have responded to the previous inspection. The vast majority of issues raised in that report have been successfully dealt with.

WHAT COULD BE IMPROVED

Pupils' attainment in writing in Key Stage 1

37. Through its own evaluations of test results, the school has identified that pupils' achievement in writing at Key Stage 1 could be improved. The school's overall results in the latest national tests were well below average, when compared to all schools and well below average when compared to schools similar to Gledhow. A greater proportion of pupils achieved at the lower end of the expected level (Level 2) than was the case in reading. Lessons observed and work scrutinised during the inspection show that the majority of pupils at the end of Key Stage 1 are achieving average standards in reading, but writing standards continue to be below average.
38. One reason for this is that the amount of time given to the teaching of reading is much greater than that given to the teaching of writing. Consequently, pupils do not learn at a sharp enough pace. Also, the majority of Key Stage 1 classes, reading is planned for in greater detail than writing. Teachers are much clearer about what they want pupils to learn and how they are going to teach them. They are not always sure about the standards children have reached in their writing and where to take them to next. As a result, work is not matched closely enough to their abilities. In some classes teachers limit children's opportunities for independent writing by providing worksheets which demand too little of them. For example, sometimes the task is to fill in one word in a given sentence, when pupils are capable of making their own sentences. This affects the rate of learning of the higher achievers, in particular.
39. Pupils who are learning English as an additional language progress well in learning to speak and write in English at Key Stage 1. However, it takes some time for them to develop their skills and most only begin to find their feet in Key Stage 2.
40. Scrutiny of pupils' work shows that they are very good at the technical skills of writing. Their spelling and punctuation are of a high standard and they construct sentences well. Handwriting skills are also good. This is a result of good, systematic teaching, which provides pupils with a firm foundation for work in Key Stage 2 in this area. However, writing tends to be for a narrow range of purposes and audiences at Key Stage 1. Work seen was mainly focused on recounting events and retelling familiar stories and because of this opportunities for children to develop their creative writing skills within this context are limited. They are not encouraged to develop their imaginative writing skills early enough or often enough. By the end of the Key Stage, their foundations are not as secure in these areas and they enter Year 3 with a great deal of ground to make up. Pupils in Year 3 are achieving well because teachers work

very hard to develop their understanding of story structure and their ability to write at length.

41. In the best lessons seen, teachers demonstrate how to write and pupils benefit from seeing how a piece of writing takes shape. Teachers make good use of the time spent with small groups to show them how a piece of writing can be improved. However, some teachers are less confident with this approach and are therefore less successful in teaching the process of writing than they are in teaching the technical skills. Whilst most literacy lessons are well structured and cover appropriate ground, pupils do not have enough time within a session to plan their work, write at length and then look at how it might be improved. This affects the progress of Year 2 pupils in particular.
42. Key Stage 1 classrooms have some visual aids to support children as they write, such as alphabet charts and lists of key words. However, a greater range of these and more varied examples of the children's own writing on display is needed to prompt children's ideas and reinforce their learning.

Pupils in Key Stage 2 do not acquire skills in information and communication technology (ICT) at a fast enough rate

43. Since the last inspection, the school has improved some aspects of its provision but this has not been sufficient to keep up with the rapid pace of change in technology. Where the demands of the curriculum are not so great, pupils in the foundation stage and in and Key Stage 1 make steady progress in developing skills. Throughout the rest of the school however, inadequate resources restrict pupils' achievements. The school expects to address this problem in the near future, as funding has been made available through the National Grid for Learning.
44. Currently, pupils do not have access to the Internet or to some of the more challenging computer software programmes to support their learning. Although many children have access to more advanced forms of ICT at home, they are not able to apply more advanced skills to their work in school.
45. The quality of some of the school's current computers means that older pupils do not develop ICT effectively enough through using it in other subjects. In science for example, they undertake too little recording of data. In history and geography not enough use is made of computers in researching information. Pupils also need more access to important sources of information through the Internet.
46. Teachers have developed their own skills in recent years and most are willing and enthusiastic learners. However, their keenness is dampened by machines, which can be inefficient and liable to develop faults when in use during lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

47. To build on its current success, the school should now seek to improve the following areas:

(1) Raise attainment in writing for pupils in Key Stage 1 by:

- giving more time to the teaching of writing;
- building on existing good practice in demonstrating the writing process and guiding children in how to improve their work;
- ensuring that children's work is assessed accurately and the next steps in their learning are planned for appropriately;
- giving more opportunities for pupils to practice different types of writing;
- creating a strong literacy environment in classrooms in order to support children's writing.

(2) Improve the rate at which pupils in Key Stage 2 acquire skills in information and communication technology (ICT) by:

- implementing the school's strategic plan for improving the quality and quantity of the ICT resources;
- providing more opportunities for pupils to develop ICT skills through other subjects of the curriculum.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	18	36	39	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)	35	489
Number of full-time pupils known to be eligible for free school meals	0	77

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		14
Number of pupils on the school's special educational needs register		102

English as an additional language	No of pupils
Number of pupils with English as an additional language	110

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	30

Attendance

Authorised absence	%
School data	4.8
National comparative data	5.2

Unauthorised absence	%
School data	0.3
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	42	26	68

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	31	36
	Girls	25	25	24
	Total	55	56	60
Percentage of pupils at NC level 2 or above	School	81 (89)	82 (89)	88 (93)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	36	36
	Girls	25	26	26
	Total	57	62	62
Percentage of pupils at NC level 2 or above	School	84 (89)	91 (97)	91 (89)
	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	35	40	75

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	31	32
	Girls	35	31	36
	Total	63	62	68
Percentage of pupils at NC level 4 or above	School	84 (85)	84 (75)	91 (90)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	270	29	29
	Girls	33	30	32
	Total	60	59	61
Percentage of pupils at NC level 4 or above	School	80 (82)	79 (72)	81 (81)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	36
Black – African heritage	1
Black – other	25
Indian	12
Pakistani	78
Bangladeshi	0
Chinese	1
White	284
Any other minority ethnic group	13

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	19
Number of pupils per qualified teacher	26
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	18
Total aggregate hours worked per week	367.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	35

Total number of education support staff	2
Total aggregate hours worked per week	36.5

Number of pupils per FTE adult	9
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	1,009,385
Total expenditure	987,069
Expenditure per pupil	1,849
Balance brought forward from previous year	-8,960
Balance carried forward to next year	13,356

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	558
Number of questionnaires returned	65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	32	0	0	0
My child is making good progress in school.	65	35	0	0	0
Behaviour in the school is good.	40	51	3	2	5
My child gets the right amount of work to do at home.	38	34	22	2	5
The teaching is good.	62	35	2	0	2
I am kept well informed about how my child is getting on.	51	35	14	0	0
I would feel comfortable about approaching the school with questions or a problem.	63	25	8	2	3
The school expects my child to work hard and achieve his or her best.	60	38	0	0	2
The school works closely with parents.	54	37	8	2	0
The school is well led and managed.	40	55	3	2	0
The school is helping my child become mature and responsible.	58	38	0	0	3
The school provides an interesting range of activities outside lessons.	54	37	3	0	6