

INSPECTION REPORT

HUNSLET CARR PRIMARY SCHOOL

Leeds

LEA area: Leeds

Unique reference number: 107950

Headteacher: Mr P Tyson

Reporting inspector: Mr D Byrne
28076

Dates of inspection: 19th - 22nd November 2001

Inspection number: 192692

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior

School category: Community

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Woodhouse Hill Road
Hunslet
Leeds

Postcode: LS10 2 DN

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Appropriate authority: The Governing Body

Name of chair of governors: Mr N Hampshire

Date of previous inspection: 17th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
28076	Mr D Byrne	Registered inspector	Science Information and communication technology	The schools' results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9981	Mr S Hussain	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
20301	Mr P Isherwood	Team inspector	Special educational needs Music Religious education	
10182	Mr B Cooper	Team inspector	Foundation Stage Physical education	
10228	Mrs S Russam	Team Inspector	Geography	
17543	Mr R Coupe	Team Inspector	Equal Opportunities Mathematics	
10911	Ms C Deloughry	Team Inspector	English Art and design	
31807	Mr D Carpenter	Team inspector	Design and Technology History	How good are curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hunslet Carr Primary school is situated in inner city South Leeds and is part of the Excellence in Cities initiative. There are 361 pupils on roll aged 4 - 11 and, in addition, 36 children attend the school's Nursery on a part-time basis. The percentage of pupils identified with special educational needs is above the average for primary schools nationally (30%) and the percentage of pupils with statements of special educational needs (1%) is just below the national average. The vast majority of pupils are of white UK heritage and no pupils are identified as requiring support for English as an additional language. There are two pupils from traveller backgrounds. The school is situated in area with high levels of social deprivation and the percentage of pupils eligible for free school meals (57%) is well above the national average. The majority of children who start school in the Nursery class are attaining standards that are below average particularly in their levels of literacy and numeracy. A significant feature of the school is the very high level of mobility of pupils each year. In the last year, 60 pupils joined the school other than at the normal time of entry and 50 left.

HOW GOOD THE SCHOOL IS

The school is effective in educating pupils, who have a wide range of needs. From a very low level of attainment when they start school, the vast majority of pupils make good progress in reading, mathematics and science and achieve well by the end of Year 6. Pupils have good attitudes to school, behave well and form very good relationships with others. The provision for pupils with special educational needs is very good. The quality of teaching is good in the Foundation Stage and overall it is satisfactory in Key Stage 1 and Key Stage 2, with some good features in the teaching of reading, mathematics, information and communication technology, music and religious education. The head teacher provides good leadership, and the management of the school is satisfactory. The school is giving good value for money.

What the school does well

- Children are given a good start to their education in the Nursery and Reception classes.
- Pupils achieve high standards in comparison with similar schools in mathematics and science by the end of Year 6 and reading by the end of Year 2.
- Very good provision is made for pupils with special educational needs.
- The school provides a caring and secure place to learn where pupils develop good attitudes, behave well, form good relationships and learn to take responsibility.
- The school makes good provision for pupils' moral and social development.
- A very good range of extra-curricular activities successfully extends pupils' learning.
- There are good links with the local community that directly benefit pupils' education.
- Good relationships are maintained with parents.

What could be improved

- Standards achieved in speaking, writing, aspects of information and communication technology and art and design, design and technology and geography.
- The use of assessment to identify higher attaining pupils and direct work to improve their progress.
- The further development of the role of subject co-ordinators in monitoring teaching and learning.
- The quality and range of library books and resources for geography and aspects of art and design and design and technology.
- Attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in March 1997, the school has made satisfactory improvement overall. The quality of teaching is better and the provision for pupils with special educational needs has improved significantly. The provision for pupils in the Foundation Stage is better. Pupils at the end of Year 6 are now achieving higher standards in reading, mathematics, science and religious education although in some subjects: art and design, design and technology, geography and physical education, standards are not as good as they were. The procedures for ensuring pupils' welfare have improved and much more effective systems have been very recently introduced to monitor attendance. The quality of information for parents is much better. Changes in staffing have reduced the effectiveness of key staff to monitor teaching and learning across the curriculum.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	E	C
mathematics	E	E	D	A
science	D	E	C	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The high number of pupils who join and leave the school each year coupled with a high percentage of pupils with special educational needs mean that all statistics need to be treated with caution. Despite this, the percentage of pupils achieving the nationally expected standard of level 4 by the end of Year 6 has improved steadily each year between 1996 and 2000. The school sets realistic and challenging targets for pupils' attainment in English and mathematics by the end of Year 6, but high levels of pupil mobility make accurate forecasting difficult.

Over the past four years, the percentage of pupils achieving the nationally expected standard of level 4 at the end of Year 6 has improved at a faster rate than other schools nationally. In 2001, pupils at the end of Year 6 achieved very well in comparison to similar schools in mathematics and science and as well as pupils in similar schools in English. In comparison with all schools nationally, the results were well below the national average in English, below the national average in mathematics and matched the national average in science. Inspection evidence is that by the end of Year 6, pupils achieve well in reading and attain standards that are close to the national average but standards in writing are not good enough. In mathematics, standards are below the national average, but pupils make good progress from the low level of attainment with which they start school and are achieving as well as they can. In science, pupils make good progress and achieve standards that match national expectations.

By the end of Year 2, the majority of pupils in 2001 achieved very well in reading. Standards were in the top 5% of similar schools. In comparison to similar schools, pupils attained above average standards in writing and average standards in mathematics. In comparison with all schools, standards in reading were close to the national average and standards in writing and

mathematics were well below the national average. Inspection evidence supports the end of Year 2 test data that indicates that standards in reading are close to the national average whilst standards in writing are well below average. In mathematics, inspection evidence indicates that standards in mathematics are better than the 2001 test results showed and, whilst they are below the national average, pupils make good progress from the low level on entry and achieve as well as they can. In science, pupils make good progress in improving their knowledge and understanding but by the end of Year 2 are achieving below the level expected for their age. Throughout the school the majority of pupils, including those with special educational needs make good progress in English, with the exception of writing, and in mathematics and science. The progress of higher attaining pupils could be better.

By the time pupils leave school at the end of Year 6 standards achieved in other subjects vary. Pupils do well in music and religious education and achieve standards that match expectations. In information and communication technology, despite recent improvements in progress, standards attained are below expectations. Pupils do as well as they can in physical education and history but in art and design, design and technology and geography they could do better. Across the school there is no significant difference between the performance of boys and girls. By the end of Year 2, standards are below expectations in art and design, design and technology, geography and history and close to expectations in information and communication technology, music, physical education and religious education.

When children start school in the Nursery class they have very low levels of attainment. They make very good progress in their personal, social and emotional development and good progress in their creative and physical development and reach the early learning goals in each aspect by the end of the Reception class. Despite good progress in communication, language and literacy, mathematical development and knowledge and understanding of the world, children have still not achieved the early learning goals by the end of the Reception class.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are eager to learn and enjoy school life.
Behaviour, in and out of classrooms	Good. Pupils respond well to the security and care of staff and behave well at all times.
Personal development and relationships	Good. Very good relationships are developed between pupils and between staff and pupils. Pupils learn to take responsibility by successfully taking on a good variety of duties.
Attendance	Attendance is well below the national average. High levels of pupil mobility and poor health in the community adversely affect the rates of absence.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Satisfactory

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 has improved since the last inspection. In the Nursery and Reception classes teaching is good. Good teamwork between teachers and support staff ensures that pupils are managed very well and are provided with a wide range of exciting and stimulating activities that promotes very good progress in children's personal, social and emotional development and good progress in all other aspects of their development.

In Years 1 to 6, the quality of teaching is satisfactory overall with some excellent teaching in Year 1. Most lessons are well planned, organised and managed so that the vast majority of pupils have good levels of interest and concentration and work well with the minimum of adult support. Teachers and support staff strive to meet the needs of all pupils and make very good provision for the high percentage of pupils with special educational needs but not enough use is made of assessment to identify higher attaining pupils so that they can be given appropriately challenging work. The teaching of English and literacy is satisfactory overall with strengths in the teaching of reading but weaknesses in the teaching of writing and speaking. The weakness in pupils' writing affects the quality of presentation and quantity of written work in all subjects. In mathematics, teaching is good overall with a good emphasis on teaching the basic skills of numeracy. The recent acquisition of new computers, coupled with staff training, has contributed to good teaching of information and communication technology. This has improved the rate of progress made by pupils but teachers are still not using computers enough to support learning in many subjects. Pupils do well in music and religious education as a result of enthusiastic and knowledgeable teaching. Some teachers are unsure, however, of the best way to teach the skills of geography, art and design and design and technology, and this contributes to progress in these subjects being unsatisfactory. Homework is appropriately used to extend pupils' learning at home.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall with good provision for children in the Foundation Stage. Not enough time is given to promoting writing or speaking.
Provision for pupils with special educational needs	Very good. All pupils are very well supported through effective individual education plans that are carefully monitored to check on pupils' progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall with strengths in the provision for pupils' moral and social development.
How well the school cares for its pupils	Good overall with strengths in the procedures for child protection, pupils' welfare and for monitoring attendance. Procedures for assessing and recording pupils' attainment and progress are satisfactory but not enough use is made of assessment to identify and plan for the needs of higher attaining pupils.

Links with parents are satisfactory. Parents have positive views of the school and benefit from good levels of communication with staff.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Satisfactory overall. The head teacher provides good leadership that ensures that all staff have a shared commitment to improve standards. The impact of subject co-ordinators in monitoring the quality of teaching and learning has been reduced by major staff changes. Not enough attention is given to providing for the needs of higher attaining pupils.
How well the governors fulfil their responsibilities	Good. The governing body fulfils all statutory requirements and supports the head teacher and staff well. Financial management is good, and all decisions are taken to promote priorities in the school improvement plan.
The school's evaluation of its performance	Satisfactory. The head teacher, staff and governing body carefully analyse the national tests results at the end of Year 2 and Year 6 to identify strengths and weaknesses in English, mathematics, science and information and communication technology. Procedures for monitoring the quality of teaching and learning in other subjects could be better.
The strategic use of resources	The school makes good use of the resources it has. The funds received for special educational needs and to improve attendance are very effectively spent. Satisfactory procedures are established to ensure that all spending gives the best value for money.

Staff are well-qualified and experienced. The accommodation is just satisfactory but the school hall and some classrooms are very small. Outdoor facilities are unsatisfactory because pupils do not have access to a dedicated school playing field. Learning resources are inadequate in the number of computers, the range and number of library books and resources for art and design and design and technology.

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 way children enjoy school and make good progress overall. • The good behaviour and level of personal development • The approachability of staff • The quality of teaching and leadership and management 	<ul style="list-style-type: none"> • The amount of work to do at home • The way they are informed about how their child is getting on • The range of extra-curricular activities.

Inspectors agree that pupils are very happy in school. Behaviour is good and the overall quality of teaching and leadership and management is satisfactory. Staff make every effort to make parents welcome and are prepared to meet parents when requested. The amount of work to do at home is appropriate and supports work done in school. The quality of information to parents is good overall. The range of extra-curricular activities is judged to be very good overall.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The high number of pupils who join and leave the school each year, coupled with a high percentage of pupils with special educational needs, means that the comparison of the school's assessment data with national and similar school averages needs to be treated with caution. Despite this, the percentage of pupils achieving the nationally expected standard of level 4 by the end of Year 6 has improved steadily each year between 1996 and 2000. Over that time, results have improved at a faster rate than other schools nationally.
2. When children start school they have very low levels of attainment. During their time in the Nursery and Reception classes, they make very good progress in their personal, social and emotional development and achieve the early learning goals by the end of the Reception class. Despite making good progress in communication, language and literacy, mathematical development and knowledge and understanding of the world, children are not achieving the early learning goals by the end of the Reception class. Children do, however, achieve the early learning goals in creative and physical development by the end of the Reception class and make good progress in these areas. The good quality of teaching and the good teamwork between teachers and support staff is responsible for the good progress made by pupils in the Foundation Stage.
3. In Key Stage 1 and 2, pupils make good progress in reading, listening, mathematics and science, and by the end of Year 6 pupils achieve well. In writing and speaking, pupils' progress has been unsatisfactory and, although pupils do improve as they move through the school, the rate of improvement is too slow. The school recognises this and is in the process of implementing strategies to promote higher standards in writing. Progress in information and communication technology has improved significantly recently as a result of better facilities and staff training. Pupils' progress is currently good despite gaps in pupils' knowledge and understanding of using computers because of weaknesses in provision in the past. In music and religious education, pupils achieve well and make good progress and in history and physical education pupils make satisfactory progress. In art and design, design and technology and geography, pupils could do better and progress is unsatisfactory. Pupils with special educational needs make good progress in their lessons and, although their overall attainment is below average, they achieve well because of the high quality of support that provides work set at the correct level.
4. The standards attained by pupils at the end of Year 2 have gradually improved since the last inspection. The National Curriculum test results for pupils at the end of Year 2 in 2001 in comparison to similar schools are well above the average in reading, being in the top 5%, above average in writing and average in mathematics. In comparison with all schools nationally, standards at the end of Year 2 were close to the national average in reading but well below the national average in writing and mathematics. Inspection evidence is that pupils are achieving well in reading and listening but they could do better in writing and speaking. In science, inspection evidence confirms teacher assessments, which show that in 2001 Year 2 pupils attained standards that were below national average. A small number of higher attaining pupils in Years 1 and 2 are not always provided with work that fully challenges their skills, knowledge and understanding in each subject.

5. The results of the end of Year 6 National Curriculum tests for 2001 show that in comparison with similar schools, the standards achieved were well above average in mathematics and science and were average in English. In comparison with all schools nationally, standards were well below the national average in English, below the national average in mathematics and close to the national average in science. Since the last inspection standards achieved at the end of Year 6 in English, mathematics and science have improved steadily. Since 1996, the percentage of pupils achieving the expected standard of level 4 has increased except for 2001. The reason for the dip in 2001 is mainly because a high percentage of pupils in the year group had special educational needs. Inspection evidence confirms the judgement that standards in mathematics and numeracy and English and literacy are below the national average and in science attainment matches national expectations. The difference between inspection evidence and the test results in 2001 is explained by the fact that standards are improving and in 2001 there was a high percentage of pupils with poor speaking and writing skills.
6. In subjects other than English, mathematics and science standards vary from subject to subject. In information and communication technology, pupils reach nationally expected standards by the end of Year 2 but standards by the end of Year 6 are below national expectations. The school has improved resources for information and communication technology and this, coupled with better teaching, contributes to progress improving at a good rate so that pupils now make good progress. Pupils achieve well in music and reach standards that match national expectations by the end of both Year 2 and Year 6. Pupils achieve satisfactorily in physical education and history but in art and design, design and technology and geography pupils could do better and do not reach the standards expected for their age at the end of both Year 2 and Year 6. Attainment in religious education matches the expectations of the locally agreed syllabus across the school. In each subject, the pupils' low levels of English reduce the quality of their recorded work and difficulties in using appropriate vocabulary make it hard for many pupils to accurately explain what they are doing or have learned.
7. Standards in reading and mathematics particularly have improved for a number of reasons. Since the last inspection, better quality support is provided for lower attaining pupils and those with special educational needs and the introduction of the National Literacy Strategy and National Numeracy Strategy has improved the overall effectiveness of teaching. The provision of additional literacy support for pupils in Years 3 and 4 and of booster support in Year 6 is successfully raising the percentage of pupils working confidently at the levels expected for their age. The focus on this has led to a lack of priority in some foundation subjects.
8. The school sets appropriately challenging targets for the percentage of pupils achieving the nationally expected standard by the end of Year 6 in English and mathematics but high levels of pupil mobility make accurate forecasting difficult.

Pupils' attitudes, values and personal development

9. The school has successfully maintained pupils' good attitudes and behaviour since the last inspection. The great majority of pupils show high levels of enthusiasm for school. They co-operate well with teachers and apply themselves well to tasks. They enjoy learning and take pride in their achievements. They show high levels of interest and involvement in lessons and other school activities. For example, in a Year 3 science lesson, pupils were spellbound as they created different shadows from a light source by varying its position and distance from an object. Similarly, in a Year 6

English lesson about writing headlines for reports, pupils concentrated very well during the introductory period and then answered the teacher's questions keenly. The school maintains a longstanding local reputation for achievements in sports. Pupils' enthusiasm for after school sports clubs is a significant factor in their success. Children in the Foundation Stage are developing positive habits in their learning. For example, during a mathematical development lesson in the Reception class, pupils listened quietly and participated well in the question and answer session about counting up in twos. They share equipment and learning resources with good consideration for each other and generally play and work well together.

10. Pupils with special educational needs have positive attitudes to their work and this has a very positive effect on their learning. Most concentrate and apply themselves well on their work, for example, in the group work in the literacy and numeracy sessions. Traveller pupils are very well integrated into all aspects of school life.
11. Behaviour is good throughout the school. This makes a significant contribution to pupils' progress in lessons and the positive ethos of the school. The school is an orderly community. The great majority of pupils behave sensibly in classrooms, at assemblies and at break-times. Bullying is not a significant problem. When it occurs, there are good procedures in place to deal with it. Pupils are polite and respectful towards staff and visiting adults. Behaviour management by staff is good with teachers using a wide variety of effective strategies. School, classroom and playtime rules are clearly displayed around the premises. These factors are successful in giving pupils a good understanding of the impact of their actions on others. The incidence of exclusions at this school is low.
12. Relationships are very good. Pupils listen to, value and respect one another's contributions in lessons. A good example of this was seen in a Year 1 literacy lesson where all pupils shared their 'wishes' in pairs as they practised making sentences up. Pupils generally show high levels of respect for the feelings, values and beliefs of others and work collaboratively. For example, in a Year 6 design and technology lesson, groups of pupils effectively considered the commercial advantages and disadvantages of materials they could use to make slippers. Pupils are trustworthy and care for property. They respect their own property and that of others. There is hardly any litter about the premises.
13. Pupil's personal development is good. It improves as pupils progress through the year groups. Pupils mature well as independent learners but not enough use is made of computers to find information. Pupils respond well to responsibilities they are given. They enjoy taking responsibility and often ask staff for extra responsibilities or tasks. Year 6 pupils carry out monitoring and office duties particularly well. Monitors in all classes perform their tasks in a helpful and effective fashion.
14. Attendance is well below the national average and poor overall. This represents a decline since the last inspection where attendance was satisfactory. The level of authorised absence is very high and this is attributable to a particularly high level of illness. Another significant factor is the high number of pupils who leave the school roll without parents informing the school. Consequently some pupils remain on roll longer than they should. The school has recently made significant changes to its procedures to improve this situation. Unauthorised absence is considerably above the national average. However, the school does all it can to improve attendance. Punctuality is satisfactory and this is an improvement since the last inspection. Time is well used at the start of the school day for learning activities.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching has improved since the last inspection when almost one in seven lessons were judged to be unsatisfactory. The quality of teaching and learning observed during the inspection was good for pupils in the Foundation Stage satisfactory overall in Key Stage 1 and 2 with strengths in the teaching of reading, mathematics, information and communication technology, music and religious education. Of the 71 lessons observed during the inspection all were satisfactory or better. A fifth of lessons observed were very good or better, and just under a half (45%) were good with the remaining third (34%) being satisfactory. Although the needs of the vast majority of pupils are successfully met, the small number of higher attaining pupils is not always given sufficiently challenging work.
16. The quality of teaching and learning in the Nursery class and Reception classes is good overall. Pupils with special educational needs are identified at an early age in the Nursery class and the information is used to guide teachers' planning. Good planning ensures that the Foundation Stage curriculum is taught effectively by providing children with a wide range of activities and rich, stimulating educational experiences. Pupils make rapid progress from the low levels of personal, social and emotional development when they start school and they learn to work with others and to share resources and ideas. Children develop good attitudes to work, concentrate well and put effort into learning. In the Nursery class, teaching and support staff work hard to provide activities that successfully improve pupils' communication, language and literacy at a good rate. Children's physical and creative skills are extended well through a range of opportunities to paint, colour, sing and become involved in imaginative games. In the Reception classes, pupils' communication, language and literacy and mathematical knowledge and understanding are developed further and a good range of activities is provided to improve children's knowledge and understanding of the world.
17. Lessons in Key Stage 1 and 2 are generally well planned and managed so that most pupils are engaged in their work and show a positive attitude to learning. The basic skills of reading and numeracy are taught effectively but at times teachers overcompensate for pupils' low levels English and have low expectations for pupils' written work. Teachers successfully ensure that pupils from all backgrounds are included in lessons and boys and girls are treated equally. Throughout the school, teachers make good provision through their teaching for pupils' moral and social development. This successfully promotes good behaviour amongst pupils during lessons and an eagerness to achieve. Although teachers know their pupils well, there is a weakness in the use of assessment information to identify, provide for and monitor the progress of higher attaining pupils. This reduces the ability of teachers to challenge these pupils so that they achieve as well as they can.
18. Teachers have a secure knowledge and understanding of the strategies for literacy and numeracy. The quality of teaching and learning in mathematics is good overall. In mathematics teachers demand a lot from pupils and apply a sense of urgency so that pupils work hard and do not waste time. Pupils make good progress in acquiring a suitable knowledge and understanding of numeracy but the emphasis is upon teaching basic mathematical skills and too few opportunities are given for the application of basic knowledge to solve mathematical problems. Not enough attention is given to planning opportunities for pupils to apply their knowledge and understanding of numeracy across the curriculum.

19. In English, literacy is taught satisfactorily and at times very well, but with a weakness in the teaching of aspects of writing. The best lessons are characterised by good questioning techniques, good planning that includes the sharing of lesson objectives with pupils and well-sequenced activities matching pupils' abilities. Reading is taught well and class teachers and support staff make good use of guided reading sessions to do this. In Years 1 and 2, regular teaching and practise of initial sounds of letters and blends gives pupils the confidence to decipher unfamiliar words. Pupils are given a good understanding of books and are successfully encouraged to enjoy reading. The teaching of writing has been weak although recent initiatives introduced by the head teacher and subject co-ordinator are starting to improve matters. Not enough time is currently given for pupils to write creatively or to use their own experiences to write diaries or items of news. A lot of the work planned for pupils involves the completion of short pieces of writing and the work is often over directed by using a worksheet. By the end of Year 6 pupils write in a legible, cursive style but there no consistently applied policy for handwriting and not all teachers teach handwriting in the same way, resulting in a large variation in the quality of pupils' handwriting.
20. The quality of teaching and learning is satisfactory overall in science, history, and physical education. In each of these subjects, teachers have a sound knowledge and understanding of the subjects and the demands of the National Curriculum. Lessons are organised and managed well and lessons are planned satisfactorily to meet the needs of pupils. In science, there is an emphasis upon teaching pupils knowledge and understanding to successfully prepare them for the National Curriculum tests, although not enough time is given to promoting pupils' investigational skills. In history, teachers make good use of questioning to promote pupils' historical thinking but too few opportunities are provided for pupils to perform their own research. In physical education teachers manage pupils well and this ensures that pupils are always safe. Although pupils learn at a satisfactory rate in physical education, not enough attention is given to developing pupils' ability to evaluate their own performances and at times pupils are too strongly directed.
21. In information and communication technology, music and religious education the quality of teaching and learning is good although by Year 6 pupils are currently not achieving as well as they should in information and communication technology. In information and communication technology, the recent access to the computer suite has boosted the quality of teaching and learning. The better resources, the effective teacher training and the excellent leadership of the co-ordinator mean that information and communication technology is now taught well and, despite the low standards at the end of Year 6, pupils are currently making good progress. Teachers use computers effectively to support learning in English, aspects of art and design and at times in history and geography, although in other subjects, such as music and science, more use could be made of computers. Plans are imminent to train teachers in using suitable programmes for supporting mathematics and, with the planned links to the Internet, opportunities to use the world-wide web for research purposes will soon be on-line.
22. Music is taught well partly because of good levels of liaison between school staff and peripatetic teachers from the local education authority. Pupils do very well learning and performing songs and benefit from the talents of a visiting pianist. Teachers develop pupils' musical vocabulary well and good levels of commitment are shown when teachers organising lunchtime tuition of violins and the maintenance of a good quality school choir. In religious education, pupils benefit from good teaching that emphasises an understanding of key elements of Christianity and other religions.

Teachers make religious education lessons interesting by using their own personal experiences and good use of visits to places of worship.

23. Teaching and learning are unsatisfactory in art and design, design and technology and geography, although satisfactory and good teaching was seen during the inspection. In art and design, most teachers do not effectively teach basic art and design skills and are not providing pupils with sufficient opportunities to express their own ideas and to choose from a suitable range of media. This means that they are missing opportunities to develop their imagination and creativity. In geography, the quality of teaching is seriously affected by a lack of suitable resources, in particular access to suitable books for research and reference, maps and photographs. In design and technology significant gaps exist in pupils' knowledge and understanding, and they lack some of the basic skills.
24. The teaching of pupils with special educational needs is good overall. In lessons pupils with special educational needs are very effectively supported both by teachers and support assistants. This support ensures that these pupils make good progress in their learning. Good use is made of initiatives, such as the Additional Literacy Strategy, to support pupils who find learning difficult and this contributes to the good progress these pupils make. The school makes good efforts to identify children with special educational needs at the time they start school in the Foundation Stage. Teachers and support staff use their professional expertise effectively to identify children with learning or behavioural difficulties at this early stage of their education. In Years 1 to 6, individual education plans are linked particularly well to supporting pupils with learning difficulties in English and mathematics. The targets are used to plan work that matches the pupils' individual needs. Most of the targets in the individual education plans are clear and measurable, for example, the ability to read a certain number of words or recognise particular letter sounds, but occasionally the targets are too general, particularly in the area of behavioural need and as a result it is difficult to measure progress. The needs of pupils of Traveller backgrounds are monitored effectively so that their needs are successfully met.
25. Teachers across the school make appropriate use of homework to support work in class. The quality and use of marking varies from class to class and, although it is usually promptly carried out, the expectations for corrections to be completed and opportunities to use marking as a way of setting targets for improvement are not consistently made.

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

26. The school provides a curriculum that meets the statutory requirements and is broad and balanced. The quality of provision has been maintained since the last inspection. Equal opportunities are provided for all pupils and educational inclusion is successfully achieved. Children in the Foundation Stage are given a good quality curriculum that follows the curriculum guidance for their age. Children in the Nursery and Reception classes receive a wide range of stimulating activities and a rich variety of experiences. In Years 1 to 6 a broad curriculum is provided that includes all subjects of the National Curriculum and religious education during the course of each year. Recently the school has given a great deal of attention to the teaching of English, mathematics and information and communication technology and developments in other subjects have been somewhat neglected. As a consequence, subjects, such as art and design, design technology and geography have not been

given enough status on the timetable and pupils have not made the progress that they should in these subjects.

27. The national strategies for literacy and numeracy have been successfully implemented across the school and teachers are making effective use of these to guide their approach to the teaching of each subject. The National Literacy Strategy has contributed to improved standards in reading and prompted the school to implement plans to spend more time on improving pupils' writing skills. The National Numeracy Strategy has been introduced more recently and has contributed to raised standards in numeracy. Policies and schemes of work are in place for all subjects but there is a need for staff INSET training to make the full adjustment to the curriculum 2000 guidelines issued by the Qualifications and Curriculum Authority. In subjects, such as art and design and design and technology, there is a lack of staff confidence in presenting the new materials as part of their regular teaching, especially where staff feel themselves to be non-specialists in the area. The school follows the Locally Agreed Syllabus for religious education.
28. The curriculum provision for pupils with special educational needs, including those with statements of special educational needs, is very good and has improved considerably since the last inspection. High quality support from special needs and non-teaching assistants within the class ensures that all pupils have access to the full curriculum. This has a very positive effect on learning. Pupils with special educational needs are valued by the school and are included in all activities as are those from Traveller backgrounds. The needs of higher attaining pupils, however, are not consistently planned or provided for, and this reduces the progress made and levels achieved by these pupils.
29. The school provides a very good range of extra-curricular activities for pupils of all ages. The wide range available includes clubs for music, choir, football, rugby, tennis, gymnastics and badminton. There is, in addition, a computer club that now has access to the newly installed computer suite. All pupils go on a range of educational visits, although these have been curtailed somewhat in the past year, and pupils in Year 6 have the opportunity of attending a residential centre as part of their educational and social development. The extra-curricular activities available encourage equal opportunities and are open to boys and girls. They also play a part in establishing and maintaining the social and ethnic harmony that is a feature of the school.
30. The provision for pupils' personal, social and health education is satisfactory overall. The school is currently reviewing its policy for this aspect of its work and is in the process of introducing a new programme to be followed under the guidance of the local authority. The newly appointed co-ordinator acknowledges that there are still developments to be introduced but is working closely with the local education authority to turn the action plan into reality. When the changes are fully in place and implemented there will be a whole-school approach to this aspect of the pupils' education, including the further use of external agencies. The school also has links with the Drugs Support Information and Drugs Education mobile unit, which attends the school to supplement work being done within the curriculum. Teachers are able to liaise with the school Nurse to develop activities in relation to the programme of sex education in the school. Further links are planned with the police to add to the teaching of drugs and citizenship education throughout the school.
31. The community makes a very good contribution to pupils' learning and supports pupils' progress well. This marks an improvement since the last inspection where

links were good. Members of the clergy from Hunslet St Mary's and West Grange Church attend the school each week and this supports pupils' spiritual and moral development well. For example, they lead assemblies and contribute to religious education lessons. Pupils regularly visit places of worship to learn about different faiths, These have included a Sikh temple, synagogue and mosque. The school's many sporting links support pupils' physical development and are an important factor in their achievements in competitions. For example, Leeds United, Hunslet Eagles, Hunslet Warriors and South Leeds Stadium regularly carry out skills coaching in sports, such as football, rugby and tennis. The link with Leeds United Study Support is contributing well to raising standards in literacy and numeracy. School trips are well planned and linked to topics of study. For example, Year 4 pupils recently paid a timely visit to Eden Camp when they were learning about World War II. Visitors to the school include artists, theatre groups and charitable organisations. These, too, make a strong contribution to learning.

32. The school has good, constructive relationships with colleges and other schools that benefit the education provided for pupils. It belongs to the 'Family of Primary Schools', 'WEDGE' and the South Leeds Sports Forum, playing a highly active part in each. For example, teachers and senior staff often meet to discuss common issues and share good practice. Several schools took part in the 'Hunslet - Past, Present and Future' series of activities and this is a good example of joint working contributing well to learning. There are good relationships and levels of co-operation between staff regarding transfer to local comprehensive schools. For example, induction sessions are organised for Year 6 pupils to the school of their choice, so they can find out more about the next stage of their education.
33. The provision for pupils' spiritual, moral, social and cultural development has been maintained since the last inspection. Provision for pupils' moral and social development is good and provision for their spiritual and cultural development is satisfactory. The use of personal, social and health education sessions that are becoming a more frequent part of their experience help pupils in all classes. A whole school approach to this area of development is now part of the school's action plan. Pupils are able to digest and think about moral issues when they listen to class stories or are presented with religious parables. Good use is made of assemblies in raising moral and social issues. Pupils are also involved in discussions in their classrooms on the morality of issues, such as punishment or environmental pollution. Pupils know that they must take account of the consequences of their mistakes and their actions and teachers allow them to explain incidents of misbehaviour in a rational manner. Visits out of school, and particularly the residential visits made by older pupils, are an important part of their social development. In and around school pupils are noticeably polite and courteous towards each other and towards adults and there is an atmosphere of social harmony in their behaviour.
34. In the curriculum, pupils are exposed to a range of cultural experiences. They have an awareness of the richness of other cultures and have access to a range of resources to support their learning in this area. Some of the artwork and other materials on display also promote cultural awareness and understanding although some of the displays lose their potential for impact because each item produced by the pupils is the same or has used a common template. Visits to places of interest, although somewhat curtailed recently, have provided pupils with an insight into the British way of life in the past and have given them some understanding of custom and tradition. Knowledge of ethnic art and music is limited and pupils have had insufficient opportunity to research these areas using information and communication technology. Opportunities for the promotion of spirituality are limited, and rely too

much on the sensitivity of individual teachers. During the inspection few moments of spirituality were observed although in one Year 5 art lesson some pupils were visibly stunned by the beauty of some of the flower paintings done by the artist Georgia O'Keefe.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. Procedures for child protection and ensuring pupils' welfare are good and have improved since the last inspection. The school provides a caring and secure learning environment for all its pupils. The educational and personal support and advice given to pupils are satisfactory overall. These factors contribute significantly to the family ethos of the school, and are effective in supporting pupils. There are very good arrangements to induct new pupils to school. Nursery staff undertake home visits for all new pupils. Prospective pupils have the benefit of several planned sessions to meet staff and experience class routines. This gives them confidence in starting school life.
36. Arrangements for Child Protection are good. The designated officer is appropriately trained and deals with issues effectively. There is also a named governor. The school is in the process of arranging comprehensive training for another member of staff and the governor. The designated officer has formulated clear procedures to supplement the Local Authority's policy, of which all staff are aware. Staff show high levels of care and vigilance at all times.
37. The school has good arrangements to identify and remedy potential hazards to health and safety and this is an improvement since the last inspection. The Premises Manager is trained to carry out risk assessments and does so on a regular basis. Reports are provided to the governing body and these arrangements are effective in addressing any issues. All electrical equipment and appliances are regularly tested. Fire drills are carried out frequently and are appropriately recorded. All staff have received basic first aid training and two are comprehensively trained to administer first aid.
38. A strong feature of the school is how well it works with many external agencies. A number of agencies are well used to promote pupils' welfare in terms of health and safety matters. For example, the DiSide drugs education mobile unit visits the school each year, providing good learning opportunities. Other visitors include the community police officer, fire service and school nurse, and they too provide valuable guidance and support for pupils.
39. The school makes very good use of resources provided by the Excellence in Cities initiative to significantly improve procedures for monitoring absence and attendance. The Learning Mentor takes a strong lead in attendance matters and is making a very good contribution to the school's efforts. However, improvements are slow in coming and this is largely due to particularly high rates of illness in the area and also a high turnover of pupils. The school has applied much more rigorous follow up procedures in recent times and is rightly optimistic about improving attendance. The best possible use is made of a computer-based system of information to monitor attendance patterns. Home telephone calls are made on the first day of any unexplained absence. Parents are given frequent reminders about the importance of good attendance and punctuality. An 'attendance cup' is awarded weekly to the best class.

40. As at the last inspection, procedures for monitoring and promoting good behaviour are good. Detailed records are kept of any incidents of bad behaviour. Any problems are carefully monitored and tracked to ensure that improvements are made. The school has implemented successful behaviour, anti-bullying and anti-racism policies. Behaviour management is good across the school. Good use is made of a wide variety of rewards and sanctions to maintain high standards. For instance, merits points and certificates are awarded, and there are special mentions in assemblies.
41. The school cares for pupils with special educational needs very well. There is a special educational needs register which is regularly reviewed in accordance with the Code of Practice for special educational needs. The special educational needs co-ordinator and class teachers regularly review pupils' individual education plans to ensure that pupils are making progress towards their targets. When necessary, the school makes good use of the skills and knowledge of the local education authority educational psychologist, the school support service and the pupil referral service. The school uses the advice and support from these services well. There has been a lack of continuity in some of the advice and support received by the school because of changes in local authority personnel within the educational psychology service in recent times. The school also makes good use of the support and advice received from the Visual and Hearing Impairment Services. As a result, pupils with vision and hearing problems are fully included in all aspects of school life.
42. In class, pupils with special educational needs make good progress because of the high quality support they receive from educational support staff. Pupils who have behavioural and emotional needs benefit from the expertise of the Excellence in Cities funded Behaviour Mentor. Sessions both in lesson time and at lunchtime have a very positive effect on developing social and other skills. In lunchtime sessions pupils develop their information and communication technology skills as well as their social skills. Regular monitoring of 'cared for' pupils ensures that they are fully included in all aspects of school life and make progress in line with other pupils.
43. Assessment procedures are satisfactory in the Foundation Stage and in Key Stages 1 and 2. However, teachers make unsatisfactory use of assessment information to inform the next step in pupils' learning. Teachers place emphasis upon the development of monitoring and tracking pupils' achievements in literacy, especially writing, and numeracy. Evidence from the inspection confirms the positive impact of these measures on raising standards in the national tests. For example, over the last 4 years standards at the end of Key Stage 2 in mathematics and English have improved faster than the national trend. Assessment procedures in science are satisfactory overall but have only been introduced recently. Co-ordinators responsible for other subjects are implementing procedures for assessing pupils' progress and attainment but the systems are very new and do not yet provide enough detail. The school is aware of the need to match pupils' work to National Curriculum levels in order to evaluate more closely how standards within the school reflect those found in other schools.
44. Nursery and Reception teachers make effective use of information about what the children know, understand and can do. In Years 1 to 6, teachers are starting to use information from tests in mathematics and English to group pupils and provide them with work which is set at an appropriate level and to monitor and evaluate the progress pupils make.
45. The school is beginning to use the results of a range of assessment information to analyse and evaluate areas of weakness within teaching and learning. However, the

achievement of the more able is not rigorously monitored and, therefore, teachers do not know if these pupils are making as much progress as they could. Teachers know the importance of introducing a strategy to ensure they provide appropriate work for any gifted or talented pupils. Teachers review targets for pupils with special educational needs, and monitor the progress these pupils make. They then amend the targets accordingly. Whilst the targets are not prominently featured in all teachers' lesson plans, pupils make good progress in meeting their targets. Teachers assess the progress made by pupils with statements of special educational need very effectively, and use the assessment information effectively to plan appropriate work to meet their special educational needs. As a result, pupils with statements of special educational needs make good progress.

46. A feature of the school is the transient nature of a high proportion of pupils. At the time of the inspection the school had not used any of its assessment strategies to track the achievements of this group of pupils or used the information as a comparison with the achievements of the indigenous school population. From discussions with staff responsible for co-ordinating assessment, it is clear that plans are in place to use information to monitor both of these groups of pupils and also the achievements of other minority groups, such as pupils in care. These priorities have arisen as a result of the information the school has gathered using a computerised tracking system. As a consequence, the development will be given greater prominence in the school improvement plan for the current year.
47. Teachers know their pupils very well and provide good annual reports to parents, informing them about their child is developing personally as well as academically. However, the school has no formal records that note how pupils demonstrate qualities, such as persistence, application, co-operation with others, the ability to concentrate and self-confidence. Since the appointment of the learning mentor, very effective steps have begun to establish systems to monitor aspects of pupils' development for those who regularly receive her help and support.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents' views of the school have been maintained since the last inspection and are positive overall. Although there were few responses to the inspection questionnaire and few parents attended the parents' meeting, parents are supportive of the school and its work. All parents replying to the questionnaire said that teaching is good. The great majority said that: their children like school, they are expected to work hard and achieve their best, their children make good progress and the school helps their children become mature and responsible. The majority replying were pleased with leadership and management, how approachable staff are, and pupils' behaviour.
49. Some parents are disappointed at the arrangements for homework. However, the inspection findings are that homework is used appropriately across the school to support learning. A few parents feel that the school does not provide an interesting range of activities outside lessons. However, inspectors disagree with this, as provision is very good for a school of this size.
50. The quality of information to parents is better than at the time of the last inspection and is now good. Pupils' annual reports are well written across the school. They give much information about how well pupils perform in their work and also details about their personal and social development. Areas for improvement are clearly identified. Three timely consultation sessions each year give parents good opportunities to see

how their children are doing. However, parents' attendance at these meetings has been low in recent times. The school provides a useful handbook for parents with details of its policies and provisions with a separate handbook for parents of children in the Nursery class. Attractive newsletters are sent home regularly giving information about pupils' achievements, events and important dates to remember.

51. Links with parents are satisfactory, and parents' involvement in their children's education has a sound impact on the work of the school and contributes satisfactorily to children's learning. The Home and School Agreement is well established and makes the expectations between parents, staff and pupils clear. A strong feature is the inclusion of pupils' signatures in Years 3 to 6. The Learning Mentor is very effectively involved with parents where there are attendance or behaviour problems. A small, dedicated, group of parents form the Parents' Association, which supports the school well through organising highly successful social and fund-raising events. For example, it recently raised significant amounts of money that supported the purchase of a new reading scheme and audio-visual equipment. The school has warm relationships with parents, especially evident in the Nursery and Reception classes where a few parents help with various activities. However, hardly any parents help on a regular basis in other parts of the school. The exception to this is with regard to extra-curricular sports where help is plentiful and much of the school's sports success comes from their support. Home and school records show that parents give considerable support in listening to their children read and helping with homework tasks.
52. Teachers inform parents at an early stage if there are problems with a child's learning. Parents are kept well informed about their child's progress. Pupils with special educational needs have individual education plans and these are available if parents wish to see them. Parents of pupils who have statements of special educational need are fully involved in the assessment and review systems. The provision for pupils with statements of special educational need is very good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. Leadership and management of the school are satisfactory. Good leadership by the head teacher successfully ensures that the school includes all pupils in all aspects of school life. By creating a caring and secure atmosphere for pupils' learning, the school successfully promotes amongst pupils good attitudes to learning and good behaviour and both of these features contribute to pupils making good progress overall by the time they leave school at the end of Year 6. Staff morale is high and there is a strong commitment to raising standards for all pupils although at the moment the school lacks a clear vision for consistently challenging the needs of higher attaining pupils.
54. There is a well-established senior management team that shares responsibility with the head teacher for many aspects of school management. It has reduced the potential disruption resulting from many staff changes in the last two years and is currently establishing ways of reducing inconsistencies in the way that subject co-ordinators operate. Although performance management procedures are fully implemented, it is not clear when and how some subject co-ordinators monitor their subjects. The priority upon literacy, numeracy and information and communication technology has reduced developments in other subjects, with particular consequences for geography where co-ordination is weak. Although all data from the national tests at the end of Year 2 and Year 6, is analysed so that strengths and

weaknesses in pupils' performances can be identified, the school lacks a consistent approach to using assessment information to identify strategies for improving standards in all subjects and for monitoring progress towards achieving them.

55. The school has made good progress in the provision for pupils with special educational needs since the previous inspection and the quality of provision is now a strength of the school. At the time of the inspection the special educational needs co-ordinator was in the process of taking on a new role in the school. She is overseeing the provision until a new appointment is made next term. She performs the role very effectively, fully meeting the recommendations of the Code of Practice for special educational needs. All necessary procedures are in place and the school is very well placed to move forward when the new Code of Practice is introduced. The recently appointed governor with responsibility for special educational needs brings with her a wealth of knowledge and expertise and offers excellent support to the staff of the school.
56. School development planning is satisfactory. It clearly identifies appropriate priorities and makes the raising of standards in the core subjects the basis of improvements. The school takes effective action to meet its targets. There is satisfactory long term strategic planning.
57. The role of the governing body is good. It supports the head teacher and staff well and, through regular meetings with the head teacher and key staff and visits to the school, governors maintain a satisfactory overview of the strengths and weaknesses of the school. By being involved in the process of establishing targets for the attainment of pupils at the end of Year 6 in English and mathematics, governors are developing a picture of where the school could do better in its test results. The governing body is rightly proud of the very good provision the school makes for the high percentage of pupils with special educational needs but not enough attention is currently given to ensuring that the needs of all higher attaining pupils are fully met.
58. The day-to-day administration and financial management of the school are good. The recommendations in the latest auditors' report have been implemented. The carry forward of funds varies from one year to the next and is used effectively to maintain staffing levels and to offset problems with falling rolls. The school effectively applies the principles of best value as demonstrated by the efforts taken to ensure that all aspects of developing the information and communication technology suite were tendered for fully. The money allocated to the school per pupil is not significantly different from other similar schools and the school makes good use of what it has.
59. The school ensures that all grants received are effectively spent. The school spends additional funds from initiatives, such as Excellence in Cities and the National Grid for Learning, very effectively and standards are rising as result. A significant area to benefit from this funding is the improvement in attendance procedures. The high quality work of the recently appointed learning mentor is testimony to the effectiveness of the use of Excellence in Cities money. Priorities for implementing the National Literacy and Numeracy Strategies are supported through sound financial management. Pupils benefit from the targeting of funds in these areas, especially through additional literacy support. Increased expenditure on information and communication technology has also benefited pupils and is beginning to impact upon the standards of work they are achieving. Additionally, there is a developing use of new technologies to support school administration.

60. The school has a generous number of suitably qualified staff to meet the demands of the curriculum. There is a programme of staff training in place linked to the school development plan, appraisal and performance management, which provides for professional development and provides training for newly appointed staff. There is a high number of support staff who are well deployed and also benefit from in-service training. Funding from the Excellence in Cities initiative has enabled the school to appoint a learning mentor, who has worked hard to define and establish her role within the school. As a result, she is making a valuable contribution to supporting pupils' learning and personal development. The competent administrative staff ensure the smooth day-to-day running of the school and provide a welcoming first point of contact for visitors. The high quality work of the site manager and his staff ensure that the grounds and buildings are well maintained and spotlessly clean.
61. The quality of the accommodation is satisfactory. The high priority the school places upon educational inclusion means that good attention has been paid to ensuring the building, including the temporary classrooms and toilets, are fully accessible for wheelchair users. The first floor is accessible using the lift. Classrooms are compact, with many benefiting from adjacent areas for practical activities. There are additional storage facilities for books and learning materials, but some teaching areas, such as those occupied by Year 5 pupils, are too small for the size of the class and this makes it difficult for some aspects of the National Curriculum to be effectively taught. Resources for music are good and they are well used. The school has made good adaptations to the building for hearing and visually impaired pupils. The new information and communication technology suite is well used and this is having a positive impact on raising standards in information and communication technology. The hall is too small for the number of pupils on roll and restricts opportunities for the whole school to meet together and restricts some activities performed by older pupils during physical education. The school has worked hard to improve its external environment. There is now a separate area for outside play for children in the Foundation Stage where they can safely play unsupervised whilst enjoying using suitable outdoor play equipment, such as 'bikes' and 'trikes'. In spite of the school's best efforts to enhance its limited grounds there is no suitable grassed area or nearby playing field and this makes it difficult for pupils' needs in physical education to be met.
62. Learning resources are adequate for most subjects but there are some weaknesses, particularly in geography, art and design and design and technology which impact negatively on the standards pupils attain. There are not enough computers, and there are weaknesses in the range and number of library books. The school has invested more heavily in providing better resources for introducing the literacy hour but, throughout the school, there are too few books for pupils and teachers to use for reference, research or personal enjoyment. The newly created information and communication technology suite is bright and well furnished with hardware but there are still too few computers throughout the school for pupils to use in their classrooms as part of the work they do in lessons. Because of these shortages, pupils are not making as much progress as they could in developing their independent learning skills. A significant factor that contributes to pupils' underachievement is the lack of suitable learning materials for teachers to use during their lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards further and increase the standards achieved the governing body, head teacher and teaching and support staff should:

- 1) raise the standards achieved in speaking* and writing by:
 - rigorously implementing the school's plans to increase opportunities for pupils to develop their skills writing across the curriculum.
 - implementing a handwriting policy across the school.
 - devising a whole school approach to develop pupils' speaking skills.
(See paragraphs 19, 93-98)
- 2) raise standards in information and communication technology* further by:
 - continuing to implement existing plans to ensure that pupils regularly use the computer to support learning across the curriculum.
 - improving the ratio of number of pupils to computers to match national recommendations.
(See paragraphs 62, 106, 112, 130, 131-136)
- 3) raise standards in art and design, design and technology and geography by:
 - improving resources
 - strengthening the role of subject co-ordinators so that the quality of teaching and learning is regularly monitored so that areas for development are identified and strategies taken to rectify them.
(See paragraphs 113- 117, 121, 126,)
- 4) improve the use of assessment to identify higher attaining pupils and direct work to improve their progress by:
 - making better use of assessment to identify higher attaining pupils are identified so that appropriately challenging work is planned and provided.
 - improving record keeping systems so that the progress of higher attaining pupils is regularly monitored.
(See paragraphs 43-46)
- 5) strengthen the role of subject co-ordinators in the monitoring of teaching and learning by:
 - ensuring that procedures are implemented that enable co-ordinators for each subject to have reasonable time to monitor standards of teaching and learning in each subject.
 - refining procedures for assessing and recording pupils' attainment and progress in each subject.
(See paragraphs 54, 117, 126, 130, 142, 150, 156)
- 6) improve the levels of attendance* by pursuing the existing strategies being implemented by the learning mentor (See paragraph 39)

Minor issues that could be included in the school's Action Plan

- Increase the quality and range of library books

* These areas for development are included in the school's existing school improvement plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

71

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

38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	12	32	25	0	0	0
Percentage	3	17	45	35	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons. Care should be taken when interpreting these percentages as each lesson represents more than two point three percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	346
Number of full-time pupils eligible for free school meals	0	198

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	5	105

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	60
Pupils who left the school other than at the usual time of leaving	50

Attendance

Authorised absence

	%
School data	8.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.9
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	32	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	22	25
	Girls	22	21	24
	Total	44	43	49
Percentage of pupils at NC level 2 or above	School	74 (75)	73 (83)	83 (81)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	28	22
	Girls	22	25	25
	Total	41	53	47
Percentage of pupils at NC level 2 or above	School	69 (77)	90 (83)	80 (85)
	National	85 (84)	89 (88)	91 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	23	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	18	23
	Girls	18	24	29
	Total	31	42	52
Percentage of pupils at NC level 4 or above	School	58 (61)	76 (64)	95 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	20	23
	Girls	25	26	28
	Total	43	46	51
Percentage of pupils at NC level 4 or above	School	78 (68)	84 (63)	93 (79)
	National	72 (70)	74 (72)	82 (79)

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	4
Indian	0
Pakistani	3
Bangladeshi	0
Chinese	0
White	298
Any other minority ethnic group	3

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)	14.6
Number of pupils per qualified teacher	24.72
Average class size	27.76

Education support staff: YR – Y6

Total number of education support staff	13.5
Total aggregate hours worked per week	343

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	25
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	860490
Total expenditure	861850
Expenditure per pupil	2274
Balance brought forward from previous year	47863
Balance carried forward to next year	46503

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

361

Number of questionnaires returned

57

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	18	2	0	0
My child is making good progress in school.	62	34	0	2	2
Behaviour in the school is good.	50	41	2	2	5
My child gets the right amount of work to do at home.	38	42	18	2	0
The teaching is good.	62	36	0	0	2
I am kept well informed about how my child is getting on.	48	27	25	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	23	2	0	0
The school expects my child to work hard and achieve his or her best.	60	36	2	0	2
The school works closely with parents.	39	48	9	2	2
The school is well led and managed.	64	28	2	2	4
The school is helping my child become mature and responsible.	82	14	2	0	2
The school provides an interesting range of activities outside lessons.	18	40	12	4	26

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

63. The Nursery class caters for children aged 3 and 4 years old who attend part-time either for the morning or afternoon sessions. None have English as an additional language. Most children join the Nursery class with very poor personal and social skills and have a very poor knowledge and understanding of the world around them. Their language and literacy skills and knowledge of mathematics are also at a very low level. Children in the Nursery and Reception classes make very good progress in developing personal, social and emotional skills and reach the early learning goals by the end of Reception class. They make good progress in communication, language and literacy, mathematical development and knowledge and understanding of the world but are still achieving well below the early learning goals at the end of reception. They do, however, achieve the early learning goals in creative and physical development by the end of Reception class having made good progress in these areas.
64. Generally, although all the teachers and other staff know the children very well, the assessment of pupils' progress is not sufficiently detailed. As a result, although planning throughout the Foundation Stage is satisfactory, too little use is made of assessment information. No baseline assessment is carried out until the beginning of Reception class. However, the Nursery teacher visits children in their homes, so that she can gather information about their level of attainment prior to them starting school. In addition, the teacher and nursery nurse record any significant events after the child has started. However, this information is not used sufficiently when the baseline assessment is completed within six weeks of the children joining Reception class.
65. The teaching in the Foundation Stage is good overall, and the promotion of personal, social and emotional skills is very good. All other areas of learning are taught well. Nursery nurses and support assistants work together very well with the teachers and have a clear role in lessons. They normally support groups and, together with the teachers, are successful in improving the children's social skills placing a great emphasis on them sharing and playing together. The development of speaking and listening skills is also given the very highest priority, and the nursery staff are good at questioning the children and encouraging them to speak. Teachers work hard to establish good relationships with parents so that they can share information. In the Nursery most parents do bring their children in to school and settle them down for the first activity of the day.
66. The provision for children in the Foundation Stage is good overall. The curriculum covers all the areas of learning and teachers' planning ensures coverage. Pupils with special educational needs are identified early in the Nursery and are given good support. The teacher, with the help of the special educational needs governor, works hard to put any support needed from outside the school in place. This is normally available by the time children join the Reception class. Children with special educational needs have appropriate individual educational plans in both Nursery and the Reception classes. There are good outdoor play areas for both the Nursery and the Reception classes. They have a good range of suitable outdoor toys and tricycles. Resources in the Nursery class are satisfactory but some are old and need replacing. They are satisfactory in the Reception classes. Both Nursery and Reception have modern computers. Classrooms are of sufficient size for the number of children but

not all parts of the Nursery are used because only two staff are needed at present for the number of children currently attending the Nursery. The Nursery teacher who is also the Foundation Stage co-ordinator is not given time to monitor the work of the Reception classes. However, all teachers have benefited from the regular swapping of classes that took place last school year.

Personal, Social and Emotional Development

67. The teaching of this area of learning is very good. The Nursery teacher and Nursery nurses make the promotion of personal and social skills their highest priority. This is the correct response to the very poor social skills displayed by most of the children on entry to the Nursery. Many have little experience of play and do not know how to share or take turns. They find it difficult to concentrate on tasks for any length of time. They make very good progress in this area and this can be clearly seen when comparing the afternoon group, many of whom have only been in school for a few weeks, with the morning group, most of whom have been attending school for two terms or more. They reach the early learning goals by the end of Foundation Stage.
68. Staff provide very good support in helping the children in the Nursery to learn social skills. They work alongside them in group work, quietly promoting social skills. For example, the Nursery nurse helps a group play with a train set and consistently encourages them to play together, share the toys and complete the activity by putting the rails together. The teacher successfully oversees the group with play dough making sure that they share cutters. When necessary, she sensitively interprets the situation for children with limited language skills. The children learn to follow the 'rules' of the Nursery and queue sensibly. Most understand that they cannot go into the outside play area until taken by a member of staff. Great emphasis is placed on the completion of activities, such as paintings, and this helps concentration. Most have learned to put on their coats by themselves.
69. Children in the Reception classes receive very good reinforcement of the skills they have learned in the Nursery. They can sit quietly as a class and listen to their teacher. They are able to choose activities and concentrate well on these even when not supervised by either a teacher or classroom assistant. They are very good at completing activities and are proud of their work. They are now much better at playing together and taking turns. This is demonstrated, for example, in the hospital role-play, when they are happy to act as doctor, patient, receptionist or nurse. In a class lesson on mathematics, they show that they know they must raise their hand to indicate they wish to answer a question. They are very excited to be chosen and are keen to answer. They listen well to one another and to their teacher.

Communication, Language and Literacy

70. Most of the children enter the Nursery with very poor language and communication skills. Some are unable to speak and others only have a vocabulary of a few words. They make good progress in this area but most are still well below the early learning goals when they leave Reception. The teaching of communication, language and literacy is good, but more use could be made of assessment to make sure that gains in knowledge are recorded and built on.
71. In the Nursery, the staff consistently promote children's use of language. On arrival in the Nursery in the morning or afternoon, the children are expected to find their name card with the help of their parents. Most can do this and can sound the first letter of their name. The staff talk to the children during the activity sessions and encourage

them to respond either through language, gesture or action. They ask open-ended questions which demand more than a one-word response. The children take notice and react at a level which matches their language development. Most children participate well in story time and enjoy the range of stories that are told by their teacher. They look at books in the book corner and take care of them. They use pens to 'write' when in the baby clinic but few are able to hold the pen correctly.

72. In Reception class, the staff continue to place a great emphasis on promoting language through conversation, story telling and role-play. The children begin to learn their letter sounds. Many find this difficult and require constant reinforcement. This is done well through opportunities to say the letter sounds, acting them out and drawing letters in the air. Children try to write individual letters on paper and white boards but find forming them very difficult. By the end of the Reception year very few children can write their names confidently or write recognisable words. Reception staff are good at talking to the children about what they have written and record the children's comments underneath their writing.
73. The children are encouraged to 'read' books and most understand that books give information and contain stories. They discuss the pictures in their books well in guided reading and answer the teacher's questions thoughtfully. Their descriptions of what is happening in the book are limited by their lack of language skills. Many of the picture books used are not sufficiently relevant to their day-to-day experiences and this makes it more difficult to understand them. They continue to enjoy class stories.

Mathematical Development

74. This area of learning receives less priority in the Nursery class, as the teacher concentrates more on social and language skills. More emphasis is placed on mathematical development in the Reception class and as a result progress is good through Foundation Stage. However, most of the children are still achieve well below the early learning goals by the end of Foundation Stage. Teaching is also good overall as the staff do their best to build on and add to the children's limited experience.
75. Children in the Nursery are given opportunities to count and a few can count to 5 with confidence. They practise putting numbers in order and gain confidence about saying which number comes next. They find it difficult to put the right number of pegs in a board to match a number. Mathematical vocabulary is introduced where possible, with children being taught simple shapes. Whilst variation in the size of objects is shown to the children, their limited language skills reduce their response and interest. Phrases and words like 'next to', 'above' and 'below' and 'beside' are introduced understood and used by some children.
76. In Reception class, mathematical development is well promoted. The children's groups are each named after a shape, which helps to reinforce their knowledge of these. They have made shape pictures, which are well displayed. In their whole class discussions, the teacher covers a range of mathematical vocabulary. The children are encouraged to count in twos and to recognise a range of numbers. However, many do not yet understand the concept of numbers representing quantities. The range of activities on offer in the class always includes objects to count, which is improving their understanding. Development of mathematical skills continues to be limited by poor language. Children find it difficult to form their numbers and so there is little recording of number work.

Knowledge and Understanding of the World

77. Children join the Nursery with a very limited understanding of the world in which they live. Staff in the Nursery and Reception classes try hard to compensate for this by providing the children with a good range of experiences. The teaching of this area of learning is good and the children make good progress. However, they are still achieving well below the early learning goals when they leave the Foundation Stage.
78. The Nursery children have been introduced to the four seasons of the year and focused particularly on the autumn and the changes that occur at this time of year. They have produced leaf prints and an attractive display of branches with autumn leaves. They also look at fruit and vegetables and use these to make shape prints. The children bring in photographs of themselves as babies and they start to develop an understanding of the passage of time. This is well linked to the baby clinic role-play, which helps them to understand how they have progressed since they were babies. They also learn the names of their body parts and can pick out the main ones on a drawing of a figure. They are beginning to use a computer and understanding the importance of using the mouse to move the cursor across the screen. They use this skill to produce pictures and dress a teddy bear. They are learning how to switch a cassette recorder on and off and some are confident in this skill.
79. In Reception class, the children make sandwiches using three different spreads but, for many, their personal experiences are so limited that most cannot identify strawberry jam, honey or marmalade and have mainly experienced sandwiches as bread and butter. They understand the importance of washing their hands before handling food. Simple maps are provided of the classroom and the playground and the children are beginning to understand the meaning of these. They are beginning to be introduced to the five senses but still have limited understanding of these. Good use is made of the computer.

Physical Development

80. Most children make good progress and attain the early learning goals in this area of learning by Year 1. They are taught well and given a good range of opportunities to develop their skills.
81. There is a well-designed outdoor play area for the Nursery. This space is used on a daily basis if the weather allows. There is a good range of toys available for the children, including a car, tricycles, footballs and goalposts and a slide. The children use these enthusiastically and can cycle at speed. They demonstrate good co-ordination when kicking the football and often score goals. In the Reception class, the children have a new play area where they can extend and develop the skills learned in the Nursery. They also make use of the school hall. In their movement lesson, the children are able to march at different speeds in time with a drum, singing 'The Grand Old Duke of York'. They found it more difficult to march to music, but the teacher is good at picking out those who need extra help. All the children participate enthusiastically when miming the story of the Sleeping Beauty.
82. Children in the Nursery handle play dough well, are able to cut it into shapes and can use modelling tools. As they move through the Reception class they become more efficient at using scissors but are still not as good at holding pencils correctly. They can manipulate building bricks and small play equipment well and want to talk about the models they have made. Children in Reception are able to dress themselves for their physical education lessons.

Creative Development

83. Most children attain the early learning goals in this area by the time they start in Year 1. The teaching is good and the children make good progress. A good range of creative activities is offered in the Foundation Stage.
84. In the Nursery, children mix their own paints and experiment enthusiastically. They are also shown how to combine different colours to make another one. They use these skills well when painting their self-portraits. They receive appropriate teacher intervention to guide them towards producing a face. This links well to their work on naming body parts. The children learn the names of colours by playing a board game and looking for different colours around the classroom and the school. In Reception class, the children make effective models of rockets using a good variety of cardboard tubes and boxes. When painting they begin to understand the value of using brushes of different thickness.
85. Children are introduced to well known nursery rhymes in the Nursery. They are fortunate in having a pianist to accompany them when they sing and play musical games. In the session with their teacher, they enjoy handling a good range of instruments and are beginning to know the names of different instruments. Whilst most can recognise a drum, some can identify castanets, maracas and a tambourine. In the Reception class, they extend their repertoire of nursery rhymes and once again benefit from a pianist accompanying them and a teacher who enjoys leading their singing. They sing tunefully and with enthusiasm and produce a pleasant musical effect when split into two groups to sing the echo. They enjoy the elephant song game and move in time to the music.
86. Role-play activities in both classes make a great contribution to creative development. In the Nursery the children enjoy acting out bringing their 'baby' to the clinic and engage in relevant but limited conversation with the clinic staff. In the Reception class hospital, doctors and nurses respond quickly to a range of emergencies, carrying out examinations of the sick and injured and applying a variety of bandages. The role-play across the Foundation Stage is made most effective as a result of the measured and thoughtful contribution of support staff, who guide the children very effectively. This has a good impact on both language and creative skills.

ENGLISH

87. Pupils start school with very low level of communication, language and literacy and in the time in the school the vast majority make good progress overall. Pupils achieve well in reading and listening but in writing and aspects of speaking, they could do better. Pupils with special educational needs make good progress but higher attaining pupils could do better.
88. In the 2001 National Curriculum tests the school's results for English at the end of Year 6 were in line with the average for similar schools. Over the last four years attainment in English has been consistently well below the national average. Standards have improved steadily since the previous inspection. The percentage of pupils achieving the nationally expected standard of level 4 by the end of Year 6 has increased each year, with the exception of 2001. At the end of Year 2, results in 2001 in comparison with similar schools were well above average in reading and were in the top 5% and were above the average in writing. Compared to all schools nationally standards in reading at the end of Year 2 in 2001 were in line with the national average

but were well below the national average in writing. Inspection findings are that standards overall are below national expectations at the end of both Year 2 and Year 6.

89. Most pupils' listening skills, across the school, are satisfactory and often good, but their speaking skills are well below expectations at the end of both key stages. This shortcoming reflects upon their written work, where their vocabulary lacks breadth and variety. Pupils listen attentively to their teachers and each other but seldom ask questions in order to clarify their understanding. Many of the youngest pupils in Key Stage 1 have a very restricted vocabulary and experience difficulty in constructing whole sentences. This is because of the very low level of speaking skills on entry to the school. By the end of Year 2, most pupils have made satisfactory progress and their vocabulary has widened, but many continue to express themselves in short sentences and phrases, using mainly colloquial language. Speaking skills are not being sufficiently encouraged. Teachers involve pupils in question and answer sessions, but do not usually expect answers of more than one word, or a short phrase. Not enough opportunities are planned for pupils to role-play in whole class or small groups. Pupils make satisfactory progress throughout Key Stage 2, and by Year 6, most are communicating their ideas in more complicated, logically sequenced sentences, but the breadth, precision and use of imaginative language remains very limited. Teachers are careful to introduce the correct specialist vocabulary, but are not consistently challenging the pupils to construct imaginative, grammatically correct sentences. Too few opportunities are available for pupils to develop communication skills through drama activities or for the older pupils to participate in group discussions and share their views with others.
90. Most pupils, across the school, make good progress in reading and are achieving well. The pupils in Year 1 handle books with care and have a good understanding of the terms used about books, such as title, author and illustrator. Regular teaching and practise of the phonic letter sounds throughout the key stage enable the Year 2 pupils, most of whom are able to recognise many words on sight, to confidently decipher unfamiliar words. Pupils have a good understanding of the books they are reading and enjoy talking about the pictures and favourite incidents in their stories. The higher attaining pupils read with fluency and accuracy and are beginning to be able to compare and discuss the qualities of the characters in the books they are reading. The lower attaining pupils read with some hesitation and do not always correct their own errors. These pupils receive very good support in class which enables them to approach their individual reading and writing tasks with confidence.
91. Some teachers in Year 3 to 6 are focusing well on helping pupils to read expressively. In Year 3, for example, pupils reading a play script version of "The Three Little Pigs" enthusiastically portrayed the parts in character. These pupils subsequently transfer this skill to good effect when reading other fiction. Most Year 6 pupils are capable readers, but a small minority still require some support from the adults in the classroom when working on individual tasks. Many pupils use contextual clues and readily utilise their phonic knowledge to aid their recognition and comprehension of unfamiliar words in the text. They are able to recount the main features of the plot and talk about the characters and their reactions towards them. Many of the higher attaining pupils are developing preferences for certain authors and are able to explain reasons for their choice. Some pupils enjoy reading poetry but few choose to read non-fiction books at home. There is a school library, but it is under-resourced and seldom used, so the pupils have limited opportunities to utilise their reading skills in other curriculum areas by researching and retrieving information and developing the ability to learn independently.

92. Teachers and the classroom assistants use the guided reading periods and the attractive, good quality group reading books well. This is impacting positively on standards. The pupils read regularly in school to their teachers and take books home each week. Most parents effectively assist their children's learning by listening to them read and recording details in the home/school diaries. Some teachers enhance the beneficial effects of this system by providing targets and relevant word lists for the pupils to practise as homework. The graded reading scheme is broadly based and this helps the pupils, especially in the early stages, to develop confidence and a wide sight vocabulary, but the higher attaining pupils do not always advance through the scheme at a fast enough rate, and are sometimes reading books below their level of ability. These pupils could make better progress if the challenge was increased.
93. Pupils' writing has been unsatisfactory in recent years and is the weakest area of English, and this affects standards in other curriculum areas. The school and the newly appointed literacy coordinator are aware of this, and there are plans to focus on this aspect in the near future. The weaknesses are linked to pupils' poor speaking skills, especially their breadth of vocabulary, coupled with insufficient structure in the organisation of the writing curriculum. A wide range of skills is modelled and practised well during the literacy hour but there are not enough opportunities for the pupils to apply this knowledge and write creatively. Pupils, therefore, especially the higher attainers, are not always sufficiently challenged to develop their imaginations to the full.
94. All the pupils in Year 2 are able to copy writing and most write and spell some words unaided, communicating meaning through simple words and phrases. The higher attaining pupils write short logical sentences for a range of purposes. In one lesson, for example, pupils correctly sequenced a series of actions they perform before they leave for school in the morning. Their handwriting is neat and legible and most punctuate their sentences with full stops and capital letters. The pupils have benefited from the emphasis placed on phonic practice and confidently and successfully attempt to spell words independently. However, for the majority of pupils, the vocabulary used and the ideas conveyed are lacking in imagination. This is due to pupils' lack of experience and opportunities to explore and use new language in a range of oral situations. Teachers do not give enough emphasis to encouraging pupils to write creatively, using their own experiences as news or diaries, or writing imaginative stories. There are some examples of creative work, but they are the exception rather than the rule. Pupils in Year 2, for example, after having made jelly, have written some interesting poems and have created a "Book of Giggles", which contains some fun ideas.
95. Good progress is made between Years 3 and 6 in learning sentence and word skills, but many pupils experience difficulties when producing extended pieces of writing. These skills are taught in different ways with varying success and some good attempts are made to bring pupils' learning to life. In Year 4, for example, the pupils successfully produce a set of rules and instructions on how to play after enjoying playing a board or playground game. There are some good examples in Year 5 of poems written by the pupils to describe feelings of fear and anger, using different images, such as colours and sounds. Year 6 pupils practise skills which prepare them for writing for different purposes, for example, writing a letter or planning a story or a play-script. They write extra verses to the poem "Late" in the humorous and imaginative style of the original author and headlines for newspapers. However, the activities planned by the teachers seldom expect the pupils to write more than short answers which are often heavily guided by a work sheet. Pupils' handwriting is legible

and clear but, because there is no planned programme for teaching handwriting in the school, it is seldom joined and only a minority of pupils write in ink. Ideas are usually sustained and logically sequenced, but there is little use of adventurous or imaginative vocabulary. Spelling is inconsistent but is one of the stronger features of writing. Basic punctuation rules are usually applied. Information and communication technology is used effectively for word processing and to reinforce the literacy skills.

96. The quality of teaching and learning across the school is satisfactory, with some good and very good lessons observed during the inspection. Reading is taught well and contributes to good progress but, until recently, not enough attention has been given to promoting pupils' writing skills and this means that pupils could do better in this aspect of literacy. The teachers maintain good relationships with their pupils and manage them well so that they listen, behave well in class and can be trusted to work independently. Most teachers have a sound understanding of the basic literacy skills and teach them carefully but do not always utilise all the available opportunities to help pupils develop a broader, more lively vocabulary or develop their writing skills by encouraging more creative and extended pieces of writing. In the literacy hour, for example, pupils are not sufficiently encouraged to use a thesaurus or dictionary to find more adventurous and precise vocabulary to express their meaning or to write at length. Pupils, especially the higher attainers, respond well to further challenge, as observed in a geography lesson in Year 3, where the teacher insisted on the pupils using good, clear, precise language. The best lessons are characterised by good questioning techniques, good planning and well sequenced activities which are well matched to the abilities and interests of the pupils, who then concentrate well, participate enthusiastically in the discussions and try their best. In all classes, teachers display the lesson objectives and usually draw the pupils' attention to these at the start. This is good practice, especially when referred to again at the end of the lesson, as the pupils then become aware of their own learning.
97. Marking and target setting are inconsistent. Pupils' work is generally marked and, in the best examples, the teachers not only make encouraging comments but also suggestions for further improvement. Similarly, in some classes pupils are constantly reminded of their personal targets because they are pasted into their books or displayed on their desk. This, too, is good practice, but it is not generally adopted throughout the school. Most teachers are not celebrating the pupils' successes in writing by creating attractive displays of their work around the school. This is a particular area for development, especially in Key Stage 2, where there are no examples of pupils' writing displayed in some classrooms. Teachers make very good use of classroom assistants and this is impacting very positively on the progress of the pupils, especially those with special educational needs.
98. The quality of leadership is satisfactory, but the co-ordinator has only been in post for three months and there have been few opportunities, as yet, for her to monitor the teaching and learning and to gain a clear overview of the subject throughout the school. She is very keen to improve the standards in English, especially in the written work and has plans to develop the library and increase its use across the curriculum.

MATHEMATICS

99. Pupils make good progress as they move through the school and, although standards are still below the national average by the end of Year 6, pupils achieve well and exceed the average attained by pupils in similar schools.
100. Compared to schools in a similar context, the standards achieved by pupils in the 2001 end of key stage National Curriculum were average by the end of Year 2 and well above the average by the end of Year 6. When compared to all schools nationally, standards in 2001 were well below the national average by the end of Year 2 and below the national average by the end of Year 6. Throughout the school the majority of pupils, including those with special educational needs, make good progress. In some classes, however, the progress of higher attainers is not good enough because their needs are not properly identified and they are not usually given work that is sufficiently challenging. There is no measurable difference in attainment between boys and girls.
101. Inspection evidence is that pupils' attainment at the end of both key stages is currently below average and, although the majority of pupils achieve well, higher attaining pupils could do better. Standards overall have been maintained since the time of the last inspection with a steady improvement in the percentage of pupils achieving the nationally expected standard of level 4 by the end of Year 6. Particular initiatives leading to this improvement include the introduction and development of the National Numeracy strategy, an improvement of teaching standards, better assessment procedures and the effective use of specific grants intended to raise the attainment of lower attaining pupils in particular.
102. There is a strength across the school in the progress and achievement of pupils in developing their knowledge and understanding of numeracy but a weakness in the application of their knowledge and understanding to new and unfamiliar situations. Pupils have a limited range of strategies when investigating and solving problems and they are not proficient at explaining how they arrived at their answer. For example, some high attainers in Year 5 could correctly place five numbers between 15,423 and 1,865 in ascending or descending order, but only one of them achieved success in explaining the method used to mentally solve the cost of 12 packets of sweets at 32p per packet. Pupils' problem solving skills are not sufficiently developed because some teachers have not created a wide enough range of planned activities for pupils, involving the investigation, choice and use of appropriate equipment. Furthermore, investigation and opportunities for solving problems are often restricted to worksheets without appropriate, additional, extension activities to involve pupils in their further acquisition of knowledge, skills and understanding. Only a few opportunities are provided for pupils to practise and extend mathematical skills in other curriculum subjects or to use information and communication technology to develop their mathematical skills.
103. By the end of Year 2, the vast majority of pupils are doing as well as they can although overall standards are below national expectations for their age and higher attaining pupils could do better. The majority of pupils competently count and order numbers to 100, although many rely on the use of number cards. Several can also count in twos and tens and identify even and odd numbers. About 75% of pupils know and use their number bonds to 10 without help, with higher attainers comfortably exceeding this. They understand addition and subtraction and can add numbers, such as $20 + 36$, but find difficulty when adding numbers which do not contain whole tens, as in $12 + 19$. Number lines are used to complete division and subtraction sums through applying

multiple addition and subtraction when counting on or back. Pupils handle money appropriately in shopping problems. They recognise a number of both flat and three-dimensional shapes, including squares, cubes, circles and spheres and become familiar with length and volume through experimenting with standard and non-standard measures. Simple block graphs are created as the result of data collation and the use of tally charts. Teachers are working hard at increasing pupils' mathematical vocabulary but, in line with their overall vocabulary, it is not very extensive.

104. By the end of Year 6, pupils are confident in their understanding of place value so that about 80% round off numbers to the nearest decimal point. Their greatest strength is found when computing numbers involving the four rules. This provides them with opportunities to extend their skills when handling fractions, decimals and when working with ratio and proportion. However, their mental arithmetic skills are not so well developed and their response to questions is slow because their instant recall of number facts is weak. In some classes, mental arithmetic sessions are only moderately paced and there are missed opportunities for pupils to regularly practice and develop these skills through "quick-fire" question and answer sessions. Pupils handle data appropriately and produce and interpret information from graphs, although the range of graphs they handle is not extensive. Pupils' recollection of shape names is satisfactory, but they are less clear about the qualities and knowledge of shapes and in their knowledge concerning angles and triangles. For instance, very few pupils had retained previous learning that equilateral triangles not only have equal sides, but also equal angles.
105. Teaching has improved since the last inspection and is now good overall. Some very good teaching was observed during the inspection. Teachers appropriately prepare their lessons and sometimes discuss the learning targets with pupils at the outset. Very good teaching is highlighted by good preparation, organisation of materials and resources and supported by the high expectations and a good range of challenging activities offered by the teachers in well-paced lessons. An example of this good practice was seen in a mixed Year 1/2 class, where the teacher had created an exciting learning environment and provided work that was well matched to meet the needs of pupils of different attainment. No time was wasted. Pupils were eager to achieve and the good concentration, co-operation and response they showed resulted in them making very good progress. Occasionally, however, some teachers are too cautious and provide too many examples for pupils to complete before moving to their next stage of development. In these situations, the higher attainers in particular are restricted and do not make the progress of which they are capable. A strength of teaching is the good and often very good support provided by the teachers and their support staff to pupils with special educational needs, which leads to them making good progress.
106. The management of the subject is satisfactory. The relatively new co-ordinator has introduced some good procedures, which include the improved assessment and recording of pupils' progress and the monitoring of teaching and the curriculum. The school is aware of the need to make better use of the assessment information in order to more clearly target how individuals and cohorts of pupils can improve their rate of progress. This is particularly important for the further development of average and high attaining pupils. Pupils' use of information and communication technology to support mathematics is currently unsatisfactory, although the school has clear plans to rectify this. Occasionally, pupils develop their numeracy skills across other subjects of the curriculum, for example, when measuring and recording temperatures in Year 5 science, but in general too few opportunities are planned for.

SCIENCE

107. The majority of pupils achieve well in science. By the end of Year 6, standards in 2001 were well above the average for similar schools and in line with the national average. Inspection evidence is that standards at the end of Year 6 are close to the national average. Since the last inspection, standards in science have risen with a steady increase in the percentage of pupils achieving the nationally expected standard of level 4. Standards at the end of Year 2 are below the national average but pupils achieve well considering the low level at which they start school and the difficulties presented by the pupils' low levels of language. There is no significant difference in the performance of boys and girls. Across the school, most pupils, including those with special educational needs, make good progress although at times better progress could be made by higher attaining pupils.
108. By the end of Year 2, pupils work at a standard that is below national expectations for their age but they are doing as well as they can and make good progress from the start of Year 1 when their knowledge and understanding of the world is poor. There are strengths in pupils' knowledge and understanding of science but many pupils find it difficult to use appropriate language to explain their ideas. Most confidently name and label familiar parts of the human body and of flowering plants and are aware of the needs of living things to survive. During a lesson looking at the variations that exist between living things and, in particular, their own bodies, pupils in Year 2 accurately measured and recorded their results on simple block graphs. Although common materials, such as plastic, wood, iron and paper, are identified, pupils have great difficulty in explaining their properties and are unsure of the changes that can occur when these are heated or squashed or bent. During a lesson in Year 1, pupils accurately compare the characteristics of humans and then compare these with features of well known animals. In Key Stage 2, pupils develop a secure knowledge and understanding of the way the Earth moves around the sun and the consequences of this for our days and seasons. They have satisfactory knowledge and understanding of electrical circuits and the way some materials conduct electricity whilst others do not. By Year 6, pupils have developed a satisfactory knowledge and understanding about life processes and living things, materials and their characteristics and ideas related to Earth and space, forces, electricity, sound and light. Across the school, many pupils find it hard to communicate their thoughts accurately. This is a result of the very low level of attainment in communication, language and literacy when children start school and, despite good progress overall, pupils still have a narrow vocabulary.
109. Pupils achieve as well as expected for their age in investigational and experimental activities by the end of Year 2 and Year 6. Pupils know and understand the importance of fair testing and accurately gather information through practical work. Good levels of independence were noted amongst pupils during a Year 4 lesson, identifying materials that conducted electricity. Pupils worked well together in pairs and small groups and displayed good levels of co-operation. They took decisions and accurately reported observations that matched the conclusion they later drew. In Year 2, pupils measured themselves accurately and used well-prepared work sheets to record their findings. The data collected was then used to identify differences and similarities between themselves and others. Throughout the school, however, pupils find it hard to record their activities. The weaknesses many pupils have with writing and the narrow vocabulary they possess mean that the quality of work in their books is below the standard normally found.

110. The quality of teaching and learning is satisfactory overall. Most teachers have a satisfactory knowledge and understanding of science that ensures that pupils are given challenging work that is well planned and carefully organised. A close liaison between teaching and support staff ensures that all pupils are successfully included in lessons and the progress of pupils with special educational needs is maintained at a good level. Work matches the levels attained by pupils and fulfils the programmes of study of the National Curriculum. Although teachers are well aware of the weaknesses many pupils have with speaking and writing, not enough planned opportunities are provided to promote essential scientific vocabulary as part of science lessons. Scientific vocabulary is used appropriately at times, but often teachers shy away from using it and expectations in this aspect of teaching are low.
111. Pupils behave well and show good levels of attention and concentration. In Year 2, pupils listened very carefully to a clear introduction about the way the human body can vary and subsequent activities involving measuring objects with hand spans were pursued industriously by lively and attentive pupils. Pupils are used to working on their own and showed good levels of co-operation and tolerance of others. In Year 3, very good use was made of resources of a globe and torch to very effectively demonstrate the idea of the Earth moving around the sun. Pupils listened with good levels of attention and the provision of appropriately challenging work contributed to pupils working hard on subsequent tasks. Good use is made of questioning to develop pupils' ideas. In Year 6, teachers skilfully developed pupils' knowledge and understanding of essential ideas about food chains through discussion focused upon key words, such as producer, consumer, predator and prey. Expectations for recording work in Years 3 to 6, however, are low and at times too much use is made of worksheets that involve the completion of short pieces of writing. Although there are times when links with mathematics and English occur, for example, when pupils measure hand spans and record results on bar charts, teachers do not currently highlight how such links can be planned to develop skills of literacy and numeracy as part of science. Restricted access to suitable computers reduces opportunities for pupils to apply information and communication technology skills as part of science.
112. The subject is satisfactorily co-ordinated by two members of staff. Nationally recommended changes in the curriculum have been successfully introduced and there is an effective planning scheme that ensures that pupils systematically learn key ideas and skills of science from Year 1 up to Year 6. A satisfactory assessment system is established and the National Curriculum test results are carefully evaluated to find areas of strength and weakness. The contribution that science can make to developing pupils' literacy, numeracy and information and communication technology skills are not fully recognised and too few opportunities are provided for the co-ordinators to consider how effectively teachers promote such basic skills in science. Resources are satisfactory overall but there is a narrow range of books and computer software to develop pupils' research skills.

ART AND DESIGN

113. Standards of attainment in art and design are below the national expectation at the end of both Year 2 and Year 6. Although there are examples of good work in some classes, pupils of all abilities are not making satisfactory gains in knowledge and skills as they move through the school and could achieve more. Standards and provision have fallen since the previous inspection, particularly in the use of mouldable materials. This is because of staff changes and the low priority given to the subject.

Pupils are not having sufficient experience of using a range of materials or processes in a structured sequence. .

114. The pupils in Year 2 use paint vibrantly to illustrate their study of firemen and fire engines. They display an understanding of the principle of mixing colours, but are not always sure of the expected outcomes when they do this. They use pencils and crayons to draw pictures of faces and most are able to colour surfaces neatly. In connection with their "All About Me" topic, they combine card and paper to create a small collage of facial features. Good use is made of the computer to create patterns from the "dazzle" programme and the pupils are very proud of these.
115. In Years 3 to 6, the media most often used are pencil and crayon, usually to illustrate work in other curriculum areas, such as healthy foods and sandwiches or marking routes to school. The exception is in Year 5, where the pupils have painted portraits of the Tudors and used straws effectively to create patterns by blowing paint across the paper. Pupils produce still-life pictures from the displays they have created themselves, using a range of chalks, pastels and charcoal, often with good results. These pupils are beginning to appreciate the work of famous artists, such as Picasso and Georgia O'Keefe. Year 6 pupils also name Van Gogh, Munch and Seurat but experience difficulty in describing and comparing their styles of painting. Satisfactory use is made of sketchbooks in some but not all classes. Pupils experiment with pointillism in Year 4, and sketch different parts of an object, such as a flower, using a viewfinder in Year 6. They also explore differences of line and then apply the knowledge in their own drawing. They practise the techniques of shading in pencil with varying degrees of success but their experience of using different kinds of paint and awareness of the effects that can be achieved is very limited. There are, however, good examples in most year groups of patterns and pictures created on the computer, using the "dazzle" programme.
116. The overall quality of teaching is unsatisfactory, although there is good teaching in Year 5, where the pupils work with interest and are being given opportunities to learn and apply specific techniques. Most teachers are not effectively teaching the skills and are not providing the pupils with sufficient opportunities to choose from a variety of media, so the pupils are missing opportunities to express their own ideas and develop their imagination. In some good and very good lessons seen during the inspection the pupils are well motivated and are keen to talk about and improve their work, taking pride in the finished results. Very little work is displayed around the school, so pupils' efforts are not suitably celebrated and encouraged. Pupils seldom work collectively to produce work on a large scale, which would contribute to their social development. There is a display in the hall, to which each class contributed, depicting art from other cultures, past and present, which is bright and eye catching, but it is very teacher directed.
117. The coordinator has recently reorganised the art materials in the central storage area, but the range of resources for the pupils to use is limited. There is also a shortage of art books, pictures and posters for the teachers to employ as a means of inspiration and stimulus for discussion. Procedures for assessing pupils' attainment are very recent and do not yet provide sufficiently detailed information about pupils' progress or enough information help to monitor the quality of teaching and learning.

DESIGN AND TECHNOLOGY

118. Pupils' attainment when they reach the end of both Year 2 and Year 6 is below expectations for their age group and most pupils do not make the progress of which they are capable. Standards have declined since the last inspection because of the

school's efforts in recent years to raise standards in the core subjects of English, mathematics and science, resulting in insufficient attention being given to design and technology. The recently appointed co-ordinator sees the subject as a priority for development but at the present time there are significant gaps in pupils' knowledge and they lack some of the basic skills. In discussion, pupils in Years 2 and 6 found it hard to describe their experience in this subject other than as an extension of their work in art and design or science.

119. Pupils in Years 1 and 2 were able to describe the making of a wind-up model using a variety of materials arising from their work on the rhyme of Incy, Wincy Spider, but were very unsure when describing the characteristics of the materials they used and had little recall of how or why they were chosen. Pupils in these classes have also had experience with using commercial model making materials. Pupils in Year 3 had very little recall of any activities that they had engaged in as part of the design and technology curriculum. At the present time pupils' breadth of experience is very limited and they have little access to materials other than paper and card. They have not had sufficient opportunities to use tools, such as saws, drills and hammers. They have some experience of food technology. Knowledge of the design process is poor and, in discussion, pupils were able to say little about the purpose of initial designs and plans and they lack confidence in evaluating their finished products.
120. Year 6 pupils have had a greater experience in the use of materials and can make some analysis of the suitability of materials for certain purposes. They know, for example, that some very resistant materials, such as metal, can also be fragile in certain circumstances. In a Year 6 lesson observed during the inspection, pupils were just beginning the design phase for making a pair of slippers. The quality of the teaching was good and pupils were presented with a good range of materials as a starting point for their discussions. The lesson provided effective opportunities for the pupils to develop their skills in speaking and listening and recording. They had access to a well-prepared design evaluation sheet, which provided them with a good guide for their initial work. However, lack of recording skills hampered this aspect of the work and pupils were also limited by their previous lack of experience in choosing and evaluating materials. In their discussions it became apparent that they had an emerging concept of design as fashion and had some understanding of the market as an influence. Year 6 pupils have revealed a very limited recall of design and technology experiences during their passage through the juniors. None had recollection of using the tool board or workbenches and often confused their work with that done in art and design and science lessons. Pupils were familiar with the concept of evaluation but have been given too few opportunities to practise the skill.
121. The quality of teaching and learning has been unsatisfactory in recent years resulting in standards being lower than they should be but there have been improvements recently. In lessons observed during the inspection, teaching was good but many teachers are not familiar with recent changes in how design and technology should be taught. The co-ordinator has a vision for the future development of the subject and the school has recently adopted the guidelines for design and technology provided by the Qualifications and Curriculum Authority and is restoring the status of design and technology within the curriculum. Resources are currently unsatisfactory. Procedures for assessing pupils' attainment are very recent and do not yet provide sufficiently detailed information about pupils' progress or enough information help monitor the quality of teaching and learning.

GEOGRAPHY

122. The last time the school was inspected the standards in geography were average for pupils in years 1 and 2 and also average by the time pupils reached the age of 11. These standards have not been maintained and the work pupils now produce is poor and not as good as it should be. Pupils' progress is currently unsatisfactory although those with special educational needs make better progress than their classmates because of the good support they get with their learning. There is a weakness in the quality of pupils' written work and the use made of information and communication technology.
123. By the end of Year 2 pupils have some knowledge of the locality. Teachers satisfactorily draw pupils' attention to similarities and differences between places in which people live. In discussion, pupils are able to express preferences for their own homes or the houses in which close relatives live. Some can explain the routes they need to take to travel between various familiar places, such as school and home. Very few can give clear explanations about different forms of transport used to travel between home and more distant places or relate this to holiday destinations. In lessons teaching and learning throughout the school is satisfactory. When talking about their work a minority of pupils in Year 2 were able to explain some basic differences between living in a city and living at the seaside, but did not clearly understand that some people lived permanently at coastal locations, rather than just visit resorts for holidays. Teachers' long term planning indicates opportunities for pupils to study an 'Island Home' and 'Where in the World is Barnaby Bear?' but pupils could not recall any work they had done about either.
124. In Years 3 to 6 pupils continue to develop their geographical skills, knowledge and understanding. However, over time, their progress has been inconsistent because in recent years geography has not been regularly taught. Pupils have made some progress in being able to explain some fundamental features of environmental interdependence and the effects of climatic conditions on world locations, such as desert, Arctic regions and rain forests. However, younger pupils do not have enough opportunity to gain in depth knowledge and understanding about their work. For example, pupils in Year 3 who have recently started learning about the water cycle have recorded very little work. During the inspection, however, a Year 3 lesson was observed in which pupils made very good progress and showed standards expected for their age. This was because the teacher planned the lesson very well and a high priority was placed upon developing pupils' knowledge and understanding of vocabulary. This helped to extend pupils' speaking skills. This was well linked to reinforcing their general literacy skills and it also consolidated aspects of science work linked to life cycles. However, opportunities were missed for pupils to write their own accounts of what they had learned as the independent group work was limited to of sticking pictures and matching captions.
125. Overall teaching is unsatisfactory although in some lessons observed during the inspection pupils made satisfactory progress. The standards pupils are achieving are still too low because the work they have to do is not well matched to their range of ability, and there are too few opportunities for pupils to use research materials and write their own accounts of what they have found out, for example, in Year 4 pupils' study of Africa. In a well taught lesson in Year 5 the teacher made sure all pupils were given work which was at the correct level when they were learning about mountains. Support staff were well briefed so that they could give good help to groups of pupils who found the tasks challenging or who were not well motivated or interested in learning. As a result pupils made good progress in finding out about world weather

patterns by studying weather data, using the information to plot graphs and then interpreting the results. This was a good example of internet data provided by the teacher being well used in a meaningful and purposeful way. Pupils generally have made too little use of information and communication technology, including the Internet, to research information or develop skills in locating a wide range of information from various sources and databases.

126. Pupils' attainment throughout the school is seriously affected by weaknesses in range of resources and in their organisation. There are too few maps, photographs, research and reference books, access in lessons to computers and the Internet is unsatisfactory and there are inadequate software materials. Teachers often have to resort to providing their own resources to increase the range of pupils' learning opportunities. This is unacceptable. The role of the subject co-ordinator is currently ineffective but she is aware of the need to develop and use procedures to assess pupils' work and no time has been made available for monitoring or evaluating the development of teaching in the subject.

HISTORY

127. At the present time pupils are not attaining national expectations in history at the end of either Year 2 or Year 6 although they are achieving as well as they can in both cases. All pupils including those with special educational needs make satisfactory progress. The school is successfully adapting the teaching of history to the guidelines issued by the Qualifications and Curriculum Authority and there is an appropriate programme of designated topics for each year group to study.
128. By the end of Year 2 pupils have made satisfactory progress and they have a satisfactory recall of what they have learned. They have a satisfactory understanding that change occurs over time and that things are different for them now than they were for their parents when they were young. The current focus in Year 2 is on the Gunpowder Plot and pupils are enthusiastic in their pursuit of knowledge concerning the exploits of Guy Fawkes. Progress is often slow because pupils' poor literacy skills hinder the development of some aspects of their skills and knowledge. Pupils listen well to their teachers and willingly discuss illustrative materials available to them. Recording skills are poor for all but a small number of higher attaining pupils and concentration wanes rapidly when pupils are confronted by the need to record information. Lack of literacy skills also affects the ability of the pupils to carry out simple research tasks although it is apparent that some pupils do use the library resources available to them.
129. By the time they reach the end of Year 6, pupils have built upon the knowledge gained previously and have maintained a satisfactory rate of progress. In discussion, pupils from the current Year 6 were able to display a better sense of chronology and a broader knowledge of history although they often needed prompting before they could recall areas of study visited in previous years. Pupils were able to remember that they had studied Egyptians, Greeks and Vikings but were sometimes unsure of the relative chronologies attached to these. They were more at ease when discussing events of more recent times, such as the period of the Second World War, but in each case this was limited factual recall and pupils found it difficult to express an opinion on many issues. Older pupils have a better understanding of cause and effect and they have awareness that the outcome of events can have long-term social and political consequences. Knowledge of local history is very limited and pupils are largely unaware of the history and architecture of their own historic school building.

130. Teaching and learning are satisfactory over time, although the quality of the limited amount of teaching seen during the inspection was good. Teachers use questions effectively to promote and challenge pupils' thinking but their efforts are often frustrated by the impact of poor speaking and writing skills on pupils' ability to apply their knowledge and understanding to investigative tasks and recording skills. Resources for researching and investigating history through the use of computers are inadequate at present although the opening of the new computer suite will provide opportunities for improvement. Pupils also have too few opportunities to study history through the use of artefacts. The co-ordinator for the subject has an overview of what is being done within the school but the role is not sufficiently developed to allow for the monitoring of teaching and learning within the classroom.

INFORMATION AND COMMUNICATION TECHNOLOGY

131. Standards attained by pupils at the end of Year 2 in information and communication technology have been maintained since the last inspection and are close to national expectations for their age. The standards achieved by the end of Year 6, however, have declined and are currently below national expectations. The school has very effectively used money provided by the National Grid for Learning to create a well organised and equipped information and communication technology suite. This investment has boosted the place of information and communication technology in the curriculum and increased the progress made by all pupils. Careful timetabling of the information and communication technology suite enables all pupils, including those with special educational needs, to make good progress in acquiring basic skills of using the computer.
132. By the end of Year 2, pupils enthusiastically and confidently use the computer under the guidance of teaching and support staff. They know how to use a mouse to select programs and menus to explore a range of computer-generated activities. Pupils make good use of an art and design package to design and create good quality pictures and patterns. Pupils competently select and label a diagram of a flowering plant and also to label a picture of an owl and have combined pre-generated images with simply written texts to create Mothers' Day cards. Although pupils are competent in using the keyboard to write short pieces of text, they have limited skills in extended writing. Pupils successfully use computers to listen to stories and interact with the events of the story by using the mouse to select words to be sounded out and images to move. Pupils are now making good progress in using information and communication technology to organise, classify and present findings. The vast majority of pupils know how to enter, save and retrieve work with high levels of independence.
133. By the end of Year 6, pupils' knowledge and understanding of information and communication technology are well below national expectations. The impact of weaknesses in resources until recently has resulted in many pupils having gaps in their experiences. All pupils can select and add information in the form of written text and use tools to edit text, alter the size or style of font and to cut and paste work. These skills are used to help pupils learn in a number of subjects. For example, as part of work in literacy on looking at instructional text, pupils in Year 4 have used the computer to write recipes and ingredients for making a cake. They have also created playscripts and used pre-prepared pieces of writing to identify verbs in stories.

134. In Year 6, pupils confidently use word-processing skills to write stories about the creation as part of religious education as well as writing letters and poems, for example, about the Storm. Good use is made of using design programmes to create a variety of pictures and some pupils have designed a dress for Elizabeth I as part of a history topic. Although pupils are now making good progress in using the computer for writing, progress is currently unsatisfactory in other aspects of information and communication technology. Pupils' skills in using the computer to store data and to interpret it as graphs and charts are poor and few pupils know how to make effective use of spreadsheets. By using adventure programmes, some pupils learn to direct movements and directions on screen, but generally, pupils are insecure in using the computer to control movement. Problems with access to the Internet have prevented pupils developing the use of computers for research purposes, although some use is made of a CD Rom research programme to find information for history and geography. To date pupils are not experienced in using E-mails and have no knowledge of how to use sensory equipment to gather information about the environment.
135. The quality of teaching and learning is currently good as a result of the impact of good quality training for staff and access to better resources. All pupils, including those with special educational needs and higher attaining pupils, are successfully involved in lessons. Teaching and support staff make very good use of the information and communication technology suite to teach pupils how to use the computer to support learning in some subjects. Although gaps exist in pupils' learning because of weaknesses in provision in the past, teachers are working hard to successfully improve their own subject knowledge so that pupils are now taught effectively. Activities are generally well planned so that they match the school's overall curriculum plan. Pupils enjoy using computers and respond to the good teaching by working hard during lessons and persevering when problems arise. Good levels of co-operation exist between pupils who work in pairs on computers and there is sense of pride evident in the work that they do. Teachers work hard to ensure that all pupils are included in lessons and good strategies are employed to involve everyone. Each pupil has his or her own folder that includes all work generated during lessons and this is starting to be used as a way of recording the individuals' progress.
136. The co-ordinator provides excellent leadership for the subject. The high level of enthusiasm, energy and commitment gives unswerving direction for the subject's development and future areas for improvement. The co-ordinator has successfully established information and communication technology on the curriculum and through a sensibly paced programme of training is improving the knowledge and understanding of teachers and rapidly improving the standards of pupils. All weaknesses in standards are recognised and good strategies exist for rectifying them. There is currently an effective scheme of work being implemented and evaluated and a simple assessment system is soon to be introduced. The decision to lease essential equipment promotes good value for money but the number of computers in the school per pupil is very low and falls well below the recommended ratio of one computer to eight pupils. The lack of direct access to up-to-date computers in classes reduces opportunities for pupils to use information and communication technology fully to support learning.

MUSIC

137. The quality of teaching and learning in music is good. Pupils achieve well in music and standards have been maintained since the last inspection. By the end of Years 2 and 6, pupils have attained the expected level, with a significant minority of pupils achieving standards above this. All pupils, including those with special educational needs, are fully included in all aspects of the curriculum and make good progress. Boys and girls of all ages join in singing sessions willingly. There is no measurable difference in attainment between boys and girls.
138. Not all aspects of music were seen during the inspection period. Planning shows that aspects not seen are covered over the year. The school has made satisfactory progress since the previous inspection. There is no longer specialist teaching but the introduction of a new scheme of work has ensured that class teachers continue to develop musical skills. The use of a visiting pianist ensures that standards in singing remain good.
139. By the end of Year 2 pupils sing tunefully. They have a good sense of rhythm because the teachers emphasise this. Teachers use appropriate vocabulary to talk about and demonstrate 'pulse' and 'beat' in the good quality lessons. When singing 'Creepy Crawlies', pupils are able to maintain two parts very effectively. In work using percussion all pupils handle instruments well. The majority of pupils are able to play long and short notes. There are a number who find this difficult, not yet having developed a good sense of rhythm. Younger pupils benefit from the good quality of teaching. They are given opportunities to handle and play musical instruments. Teachers ensure that pupils are kept interested by having a brisk pace in the lesson. Musical vocabulary is developed effectively, for example, in a Year 2 lesson when the teacher names the instruments used, then talks about 'orchestra' and 'conductor'. Pupils are keen to learn and respond well to the teachers. They listen carefully and almost all carry out instructions very quickly. Teachers develop pupils' listening skills very well by ensuring pupils listen to them and to each other when they are playing or singing.
140. By the end of Year 6 pupils have developed their singing skills well. They know the importance of posture and projecting their voice and most sing tunefully. The quality of teaching is good overall and at times very good. Teachers continue to effectively develop musical vocabulary. Pupils are fully involved in lessons, for example, when a Year 3 teacher asks pupils to suggest words and phrases based on a 'sleepy' theme. Writing the words on a flip chart helps develop pupils' literacy skills. Pupils benefit from well-planned lessons. Teachers in Year 6 work very well together with the visiting pianist. As a result of this very high quality of teaching pupils make very good progress in learning and performing songs with lyrics written by one of the teachers. Pupils respond very well in the lessons. In Year 6 all pupils willingly take part in the lesson. It is obvious that they are enjoying themselves.
141. There is satisfactory development of the reading element of literacy. Pupils are given words to read when singing songs. Mathematical skills are developed satisfactorily when pupils clap and count rhythms. Younger pupils are given opportunities to sing number rhymes and songs. The use of information and communication technology in music is unsatisfactory. Teachers do not take opportunities to develop pupils' information and communication technology skills, for example, in composing music.
142. There is a recently appointed co-ordinator who has not yet had time to make an impact on the subject. A new scheme of work has been introduced; this ensures that

non-specialist teachers are able to teach musical skills. The co-ordinator has not had time to monitor teaching and learning throughout the school to highlight areas of strength and weakness. Assessment is at an early stage and is not used to ensure step-by-step development as pupils move through the school. The music curriculum is enhanced by the extra-curricular activities. Pupils in Years 4, 5 and 6 benefit from very good lunchtime violin tuition and there is a school choir. Performances for parents also help develop musical skills. The accommodation for music is very good. The specialist room is used effectively to develop musical skills. There is a satisfactory range of resources but pupils' understanding of music from other cultures could be improved by increasing the number and range of ethnic instruments.

PHYSICAL EDUCATION

143. Standards in physical education are in line with national expectations at the end of Year 2 and Year 6. Pupils of all abilities make satisfactory progress as they move through the school. Pupils with special educational needs receive sufficient support but there is more limited extension work available for higher attaining pupils. The very good range of extra-curricula activities available to pupils in Years 4 to 6 gives all pupils in these years the opportunity to develop their skills and to participate in a wide range of sports, including boys' and girls' football, rugby, netball, gymnastics and athletics. It also gives pupils an opportunity to be part of a team and to play against other schools. School staff and one parent take charge of running the clubs and they are able to call upon local professional coaches, including two from Leeds United Football Club. At the last inspection standards in physical education were judged to be above expectations.
144. By the end of Year 2, pupils have some understanding of the effect of exercise on their bodies and realise that it speeds the heartbeat. They follow instructions well in dance and movement lessons and try hard to improve their performance during the course of the lesson. They use the space in the hall well, using the whole hall for their movement and working well as individuals, taking care not bump into one another. Most are well co-ordinated and can think of a good variety of stretching and circling movements. They can move at different speeds and in time to music or drumbeats. They can work together in pairs and small groups and are confident enough to demonstrate their movement to the rest of the class.
145. By the end of Year 6, the pupils are able to balance and stretch when moving around the hall. They can identify six types of jump. They display sound gymnastic skills when working together in groups using a variety of apparatus on which to move and climb. They realise the importance of landing neatly when jumping off apparatus and most do this successfully. They understand how they can develop their gymnastics through working out sequences. In dance lessons they can interpret the mood of music and move accordingly. They have had local success in team sports when they play other schools. In athletics they participate in an annual inter-school tournament and most recently their team came third. Parents are keen to support matches and tournaments. Pupils learn to swim when in Year 4 and most can swim 25 metres by the end of that year. Year 6 attend a residential course, part of which offers the pupils the chance to participate in long adventurous walks and orienteering.
146. Pupils enjoy physical education. They are good at listening to the teacher and have learned to participate in all activities enthusiastically and without fuss. Boys and girls of all ages are happy to work together. They work hard to improve their performance

and maintain concentration well. Older pupils talk enthusiastically about the extra-curricula activities and are keen to take part in the wide variety of sports on offer.

147. The quality of teaching is satisfactory overall throughout the school and during the inspection good teaching was seen in Years 3 to 6. Teachers have good control of the classes and they are sufficiently aware of safety. They give instructions clearly and question pupils well. They use pupils to demonstrate activities but have not yet taught them to evaluate either their own or each other's work. Where they are using pre-planned lessons there is a tendency to over-direct the pupils, which limits attainment, particularly for the higher attainers. In the better lesson observed in Year 6, the teacher provided the pupils with more challenge and made the objectives of the lesson clearer.
148. The school hall is too small for the older pupils. The hall has to also be used for assemblies and eating lunch, which reduces its availability for physical education. Storage space in the hall is limited and mats and apparatus take up valuable floor space. The school playground is small for the number of pupils and, whilst there are two fields available for the school to use, one is unsuitable because it is unfenced and open to the public and the other one is further away. The school works very hard to compensate for these difficulties but they are making it harder for pupils to achieve high standards in physical education.
149. The co-ordinator is very enthusiastic and has a very good knowledge of the subject. She spends much additional time helping to organise and run the extra-curricular activities. Whilst she keeps the profile of physical education high in the school, she does not have a clear enough overview of the teaching of physical education throughout the school because there has been very little time to monitor teaching or planning.
150. Standards in physical education lessons are not as high as at the last inspection. Whilst the planning for lessons is satisfactory, the pupils' skills are not being systematically developed in all areas of the curriculum. Some teachers lack confidence in areas of the curriculum, such as dance, and are relying on published planned lessons. This is helping to ensure coverage but does not allow standards to rise above national expectations. The school has not yet developed a system for assessing individual progress in physical education.

RELIGIOUS EDUCATION

151. Pupils of all ages achieve well in religious education. At the end of Years 2 and 6 pupils' attainment is at the level expected in the locally agreed syllabus of religious education. The pupils' knowledge and understanding of Christianity and Sikhism by the end of Year 6 is particularly good. Knowledge and understanding of other faiths is not as well developed. Additional support and questioning at the correct level ensure that pupils with special educational needs make good progress in line with the rest of their classmates. There is no measurable difference in the attainment of boys and girls. The school has made satisfactory progress since the previous inspection.
152. Teaching in Key Stage 1 is good. Pupils talk about special people including parents, brothers and sisters and teachers. An understanding of friendship is developed effectively because teachers link the story of 'The Good Samaritan' to the pupils' own life. Work on Christianity ensures that pupils know that Christians believe that an angel visited Mary and Jesus was born in a stable.

153. Key Stage 2 pupils build effectively on what they have learned previously. The quality of teaching overall is good and never less than satisfactory. Teachers make lessons interesting for pupils by using their personal experiences. For example, in Year 6 pupils have a good understanding of aspects of Judaism because the teacher talks enthusiastically about her visit to Israel. Pupils in Year 6 have very good knowledge and understanding of the Sikh faith because of their visit to Gudwara earlier in their school life. They recall the main elements of Sikh worship and talk about the 'Five Ks'. In a Year 4 lesson the teacher uses artefacts effectively to enable pupils to learn about Sikhism. Teachers ensure that all pupils are included in lessons. In a Year 5 lesson on the Festival of Diwali, the teacher makes sure that pupils with special educational needs have close access to key words. This enables them to make progress at the same rate as the rest of the class. Lessons are planned effectively and pupils understand what they are going to learn because of the clear explanations given by teachers. Brief recapping sessions at the start of sessions allow teachers to assess what pupils know and understand from the previous lesson.
154. The amount of written work produced by older pupils is limited and their writing skills are not developed sufficiently in the subject. There are occasions when the work does not fully challenge the highest attainers, for example, when they have to copy work rather than write in their own words. There is insufficient use of information and communication technology in the subject. There are some examples, including work on creation stories, but these are limited. Year 6 pupils are encouraged to think and talk about issues that affect the world. They talk about 'their world' and feel that they can make a contribution to make it better for everyone.
155. Pupils respond well to the good quality teaching. In introductory sessions they listen carefully without interrupting; allowing the teacher to concentrate on imparting knowledge. The vast majority of pupils know what is expected of them and respond accordingly. They apply themselves well when asked to complete tasks by the teacher. In discussion groups with inspectors pupils were polite and eager to answer questions.
156. The co-ordination of the subject is satisfactory. Planning is matched effectively to the locally agreed syllabus for religious education. There has not been an opportunity for the co-ordinator to monitor teaching and learning across the school to identify areas of strength and for development. Assessment is at an early stage and is not used to plan step-by-step development of skills as pupils move through school. Pupils' knowledge and understanding of religious education is enhanced by visits to local churches and other places of worship. Visits by Christian clergy also develop learning. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural education.