

INSPECTION REPORT

ARMLEY PRIMARY SCHOOL

Leeds

LEA area: Leeds

Unique reference number: 107960

Headteacher: Mrs M K Andrews

Reporting inspector: Mr C D Taylor
23004

Dates of inspection: 21 - 23 May 2001

Inspection number: 192937

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 - 11 years

Gender of pupils: Mixed

School address: Salisbury Terrace
Armley
Leeds
West Yorkshire

Postcode: LS12 2AY

Telephone number: 0113 2639216

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Appropriate authority: Governing body

Name of chair of governors: Mr P Doyle

Date of previous inspection: 10 - 13 March 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Armley Primary School caters for boys and girls aged three to 11 years. It is similar in size to most Junior and Infant schools with 170 pupils and a further 41 children who attend part-time in the nursery and reception classes. Numbers have fallen since 1998 because there are fewer families living in the area. Most pupils join the nursery class with levels of attainment below what is typical for their age. Thirty three per cent of pupils - above the national average - are known to be eligible for free school meals. Fifty four pupils - above the national average - have special educational needs. Six of these pupils have statements of special educational needs. Most pupils with special needs have severe learning difficulties or emotional and behavioural difficulties. Seven per cent of pupils are from ethnic minorities. Eleven pupils speak English as an additional language, and one pupil is at an early stage of learning English.

HOW GOOD THE SCHOOL IS

Armley Primary School is an effective school with good aims and values and a caring environment. Standards have improved over the past three years and are in line with national expectations in most subjects. Teaching is good throughout the school. As a result, pupils make good progress during their time at the school. Pupils' attitudes to learning are very positive and their behaviour and relationships are particularly good. Provision for pupils with special educational needs is sound. The leadership and management of the headteacher are good. Although expenditure per pupil is well above the national average, the school provides sound value for money.

What the school does well

- Children in the nursery and reception classes (the '*kindergarten*') make good progress because of good teaching.
- Pupils learn efficiently at both key stages due to high teacher expectations, very good management of pupils and very effective use of homework.
- Pupils' very positive attitudes to learning and their very good behaviour and relationships help them to make good progress.
- The good leadership and management of the headteacher ensure that the aims and values of the school are clearly reflected in its work.
- The school cares for its pupils well and there is very good provision for their moral and social development.

What could be improved

- Standards in information and communication technology (ICT) are too low because there is insufficient teaching of ICT skills and too little use of computers.
- Pupils' attendance is unsatisfactory. Unauthorised absence is very high and a few parents are allowing their children to miss school too often.
- There are not enough extra-curricular activities through which pupils can broaden their interests and develop new skills.
- There is not enough systematic monitoring and evaluation of the school's provision by the governing body. The school prospectus and the governors' annual report to parents have many items missing that are required by law.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress in addressing the key issues in the previous inspection report in March 1997. It has made good progress in raising standards in mathematics, science and geography at Key Stage 2, and has developed schemes of work well to assist effective planning of teaching in all subjects. It has made good progress in identifying and using assessment opportunities to assist teachers' planning. Unsatisfactory progress has been made in raising the standard of ICT across the school. The school has started to develop the role of subject co-ordinators in monitoring planning and pupils' work, but observation of lessons to ensure higher standards of teaching and

learning has only begun recently. In addition to these key issues, the school has maintained its high standard of leadership and management. Teaching has improved, and pupils' learning has also improved. As a result, standards are rising steadily in reading, mathematics and science, and are now close to the national average. Pupils' attitudes, behaviour and relationships are very good, as at the previous inspection. Procedures for ensuring pupils' welfare and for pupils' social development have both improved since the previous inspection. Teaching in ICT, however, still does not meet all the requirements of the National Curriculum, and there are not enough extra-curricular activities. The rate of attendance has fallen and is currently unsatisfactory. The school has identified appropriate areas for development and has a good commitment and a sound capacity to make further improvements.

STANDARDS

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

| Performance in: | compared with | | | | Key |
|-----------------|---------------|------|------|-----------------|--|
| | all schools | | | similar schools | |
| | 1998 | 1999 | 2000 | 2000 | |
| English | E | E | D | C | well above average A above average B average C below average D well below average E |
| mathematics | E* | D | D | C | |
| science | E | B | A | A | |

In English and mathematics, the school's results in 2000 were below the national average for all schools in the country but in line with the average for schools with a similar proportion of pupils eligible for free school meals. Due to very good teaching in science, standards were well above the national average in all schools and in similar schools. Over the past four years, standards have risen faster overall than the national upward trend. This is due to improved teaching and better learning. Inspection findings indicate that standards in the current Year 6 are broadly in line with the national average in reading, mathematics and science, but are below average in writing. While these pupils have made good progress, standards are not as good as last year, as this year group has more pupils with learning difficulties. In ICT, standards are below national expectations. Standards for five to seven-year-olds are close to the national average in English, mathematics and science. They are below the standard expected nationally in ICT. Realistic targets have been set to improve standards in English and mathematics in the National Curriculum tests for 11-year-olds in 2001. To meet these targets, the school has focused its attention on effective support for pupils with special educational needs, additional literacy support, and booster classes for pupils in Years 5 and 6. The school was successful in exceeding its targets in 2000.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very good. Pupils are very keen to learn and are well motivated. They are interested and involved in all school activities. |
| Behaviour, in and out of classrooms | Very good. Pupils nearly always behave well in class and around school. They are polite and helpful. There have been no exclusions. |
| Personal development and relationships | Very good. Relationships among pupils and with staff are very good. Pupils take initiative and willingly carry out responsibilities. |
| Attendance | Well below the national average. The school works hard to improve attendance, but absence authorised by parents is very high. Unauthorised absence is also above average. Punctuality is good. |

TEACHING AND LEARNING

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

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

Teaching was satisfactory or better in 95 per cent of lessons observed. It was good in 55 per cent and very good in 20 per cent. Teaching was unsatisfactory in five per cent of lessons (one lesson). Overall, teaching is good in the nursery and reception classes and is good at both key stages. The teaching of basic literacy skills is satisfactory and the teaching of numeracy is good throughout the school. Strengths of teaching include very high expectations, very effective use of homework to consolidate and extend learning done in class, and very good management of pupils. The school meets the needs of higher and lower-attaining pupils well. As a result, pupils generally work at a brisk pace and make good progress in acquiring skills, knowledge and understanding in most subjects. Good use of discussion at the end of lessons reinforces what pupils have learned, and helps teachers to check pupils' progress. Where teaching was less effective, pupils were not asked to predict the outcome of a science investigation and the teacher did not make sure that pupils were carrying out a fair test. In ICT, many teachers have only limited expertise, and there are too few opportunities for pupils to use computers and to practise their skills. There is insufficient use of ICT to aid teaching and learning in other subjects of the curriculum. The school is aware of these issues and already has plans for bringing more computers into use and for additional staff training in ICT.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Unsatisfactory, overall. Planning for lessons in the early years unit is good. The curriculum is broad but is unbalanced at both Key Stages 1 and 2 as there is not enough teaching of ICT. Statutory requirements of the National Curriculum are not covered in ICT. There are not enough extra-curricular activities for pupils to widen their interests. |
| Provision for pupils with special educational needs | Satisfactory. Pupils receive helpful assistance and make good progress towards the targets in their individual education plans. |
| Provision for pupils with English as an additional language | Eleven pupils speak English as an additional language but only one is at an early stage of learning English. Most make good progress, and the school endeavours to provide suitable support for those requiring it. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good, overall. Provision for pupils' personal development is good. Provision for pupils' moral and social development is very good, with clear teaching of right and wrong. Provision for pupils' cultural development is good. Provision for pupils' spiritual development is satisfactory. |
| How well the school cares for its pupils | Very good. Procedures for ensuring pupils' welfare are very good. Procedures for monitoring and promoting good behaviour are effective. Procedures for assessing pupils' attainment and progress are good, and assessments are used effectively to raise standards by allocating pupils to ability groups and by setting individual targets for pupils to achieve. |

Parents express strong support for the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Good. The headteacher provides good leadership of the school and ensures that the school is moving forward with a clear sense of educational direction. Subject co-ordinators play an important role in monitoring teachers' planning and pupils' work, but observation of lessons to raise standards of teaching has only recently begun. |
| How well the governors fulfil their responsibilities | Unsatisfactory, overall. Governors carry out most of their statutory duties effectively, but there are many omissions in the prospectus and in the annual report to parents. Governors play a satisfactory role in shaping the direction of the school, but the governing body does not monitor teaching and learning systematically enough. |
| The school's evaluation of its performance | Satisfactory, overall. The headteacher and key staff monitor and evaluate the school's performance well, but most governors do not have sufficient understanding of the strengths and weaknesses of the school. |
| The strategic use of resources | Satisfactory. Educational priorities are generally supported well through the school's financial planning. The school's budget deficit has been halved this year and plans have been agreed with the local authority to cancel the deficit within three years. All major spending decisions take into account the principles of best value. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|---|
| <ul style="list-style-type: none"> Children enjoy school. The school enables children to make good progress in their work. There are high standards of good behaviour. The teaching is good. Parents are kept well informed about their children's progress. Parents are comfortable about approaching the school with a problem. The school expects children to work hard and to achieve their best. The school works closely with parents. The school is well led and managed. Most parents feel the school helps their children become mature and responsible. | <ul style="list-style-type: none"> A fifth of the parents who responded to the questionnaire feel that their children do not get the right amount of work to do at home. A quarter of the parents who responded to the questionnaire feel the school does not provide an interesting range of activities outside lessons. |

The inspection findings support the parents' very positive views. The school sets an appropriate amount of homework, especially in literacy, numeracy and science. Inspectors agree that the limited range of extra-curricular activities does not provide enough opportunities for pupils to broaden their interests.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Children in the nursery and reception classes (the 'kindergarten') make good progress because of good teaching.

1. Children attending the nursery and reception classes are taught by a teacher and two nursery nurses in the early years unit (the '*kindergarten*'). There were 41 children attending part-time and 16 children attending full-time at the time of the inspection. When three-year-olds enter the nursery, their speaking skills, early reading, writing and number skills and personal development are below the levels expected for their age. Teaching is good in the nursery and reception classes, and the teacher and the two nursery nurses work effectively together. They have very high expectations and this encourages children to make good progress. By the time they are five, children's skills and knowledge are typical for their age in most areas of learning. Most pupils have achieved the early learning goals for young children in personal, social and emotional development, mathematical development, physical and creative development, and in knowledge and understanding of the world, but their communication, language and literacy skills are still below the standards typical for their age.
2. The teacher and nursery nurses have a good understanding of the needs of young children. Children are encouraged to develop personal responsibility by choosing many of their own activities between teacher-guided lessons. Staff explain procedures clearly and there are well-established routines for working in the nursery's activity areas and for tidying up afterwards. As a result, children's behaviour is very good for their age and time is used effectively. Children in the nursery and reception classes follow instructions well, sit still when listening to stories and work sensibly on their own. They play together well, share equipment and learn to take turns. Very good class management ensures that children get on with their work sensibly and spend most of their time learning.
3. There is a strong emphasis on the development of number and language skills. Every opportunity is taken by teachers to encourage children to count, identify colours and talk about what they are doing. They are taught to listen carefully to stories and are keen to answer questions and to recall the sequence of events. A small group of four children, for example, recalled the tale of the *Three Little Pigs* by taking on the roles of the wolf and the three pigs and used words written in large speech bubbles to re-tell the story in the correct order. Teachers make good use of role-play to develop children's language. Children dress up as mums and dads, prepare 'food' in the playhouse, and talk about what they have been doing during the day. Two boys acted out a fire brigade rescue operation with the aid of models they had made, and explained clearly what was happening as the 'drama' unfolded. Another girl explained how the siren on the model fire engine worked. Children learn to identify different coloured paints and use a computer program to match and identify colours correctly. Children who experience difficulties with speech and language development are identified shortly after entry to the nursery and receive helpful assistance from the staff.
4. Detailed planning and clear aims ensure that children's reading and writing skills develop in a clear sequence. Children of nursery age familiarise themselves with letter shapes by playing with jigsaws and alphabet games. They 'answer the telephone' in the 'Estate Agents' and make early attempts to write down the 'details' of the houses. They trace over letters and practise writing them freehand. As a result, they make good progress with pencil control and letter formation. Children of reception age are taught to recognise the letters by shape and sound. They use letter cards to join sounds, forming simple words such as 'bat' and 'men', and recognise simple text when reading a story together with the teacher. Children are encouraged to develop their listening and reading skills effectively by borrowing 'reading sacks' containing books, toys and games to share with adults at home.
5. Teachers have very high expectations of children's numeracy skills. Children of nursery age count owls on a number line and recognise the numbers one to ten. They identify objects that are 'larger' or 'smaller' and count how many teddy bears are 'one more than' or 'one less than' up to

five teddies. They hold up large numbered cardboard bottles as they sing a counting rhyme about *Five green bottles standing on the wall*. In the reception class, careful planning builds on earlier skills. Children order numbers from one to 20 accurately, and most can add and subtract one to these numbers. They work in pairs to count back on a number line and use number fans to display the answers to simple problems such as "*Twenty sweets, eat two*".

6. Teachers give instructions clearly so that children know exactly what they have to do. As a result, they make good progress in their knowledge and understanding of the world and in their creative and physical development. Two children, for example, made chapatis out of play dough. They rolled the dough flat, tossed it in their hands and shaped it carefully with pastry cutters. Children paint self-portraits using red, blue, yellow and green paints, and learn how to mix the colours together. They create their own models by sticking together a variety of materials such as straws, fir cones, shiny paper and feathers. They develop their co-ordination skills by pouring dry sand into a variety of containers and by building a fire station using construction toys. They drew a large circle to make a 'No Entry' sign, and cut out the circle carefully using scissors. A small group of children with special educational needs enjoyed listening to music from *The Nutcracker Suite*, paid careful attention to the story and joined in playing a variety of percussion instruments enthusiastically. Outdoor play is used effectively in developing children's physical skills. Children developed their co-ordination skills by throwing and catching large balls and by riding on tricycles and a variety of four-wheeled vehicles. Children used large wooden blocks to build model houses, and constructed 'gardens' in the outdoor sand trays.

Pupils learn efficiently at both key stages due to high teacher expectations, very good management of pupils and very effective use of homework.

7. Teachers have very high expectations of children's reading, writing and number skills. They are keen to share the ideas they are introducing and give good verbal support and encouragement to their pupils. Their enthusiasm rubs off onto the children. They expect pupils to concentrate well during lessons and to achieve high standards in their work. As a result, pupils achieve well and make good progress as they move through the school.
8. Strategies for teaching literacy and numeracy skills are good. Pupils in Years 3 to 6 are taught English and mathematics effectively in mixed-age sets determined by pupils' ability and prior attainment. This ensures that the work is appropriate to the needs of individual children. In the third set, consisting mainly of average-attaining pupils in Year 3, but with a few lower-attaining pupils in Years 4, 5 and 6, pupils used thesauruses effectively to find suitable synonyms for 'walked', 'ran', and 'moved' and combined these words into their own poems. The work was appropriate for pupils of all ages in the set, and, in addition, the class teacher gave additional assistance to the lower-attaining pupils by spending part of the session with them reading and discussing poems from around the world.
9. The school follows the principles of the National Literacy Strategy effectively and teachers divide their lessons into sessions of whole-class teaching and small group work. As a result, pupils generally work at a brisk pace and spend most of the lesson learning. This was seen in a top set consisting of pupils in Years 5 and 6. All the pupils were immediately involved in watching mime and deciding whether the verb used was active or passive. This was followed by a whole-class activity examining the structure of a passage displayed on the overhead projector, and then by a session in pairs classifying sentences whose endings involved 'who', 'what' or 'how'. The variety of stimulating activities ensured that these higher-attaining pupils were suitably stretched and challenged throughout the lesson. Teachers often start literacy lessons by recalling what was learned in the previous lesson before introducing the objectives of the current lesson. This reinforces previous learning as well as making it clear to pupils what they need to know next. Discussions at the end of lessons ensure that good practice is shared, reinforce what pupils have learned and help teachers to assess pupils' progress.
10. Teachers follow the guidance of the National Numeracy Strategy closely and start their numeracy lessons effectively with a series of quick-fire questions and mental mathematics problems. Pupils in Years 5 and 6, for example, identified decimal numbers with a tenth digit of 7 and a hundredth digit of 9, while pupils in Years 4 and 5 identified the units of time used when observing the

growth of a plant or when giving out a set of books. Mental mathematics sessions are usually followed by a whole-class introduction to a topic and individual or group activities to practise, reinforce and consolidate pupils' learning. Teachers use a variety of learning resources well. In a Year 5 and 6 lesson investigating place value, for example, pupils used number fans and individual calculators sensibly, while the teacher made good use of an overhead projector calculator to demonstrate complicated calculations.

11. Teachers have very good class management skills. Lessons start promptly and maintain a brisk pace. Disturbances are kept to a minimum and most of the time is spent following the objectives of the lesson. Discipline is very good and children are encouraged to concentrate well on the tasks set. As a result, pupils are keen to develop their skills and learn effectively.
12. Teachers make very effective use of homework, particularly to reinforce learning in literacy, numeracy and science. Homework is set regularly and systematically in all year groups and has a positive impact on standards. Pupils in Years 3 and 4 for example, gained good practice in completing a series of number sequences such as 5, 9, 13, ? . Older pupils who find studying at home difficult are given opportunities to do their homework at lunchtime study clubs. These sessions are supervised by teachers and classroom assistants who give helpful advice and assistance to pupils. The marking of pupils' work is sound and often includes advice on how standards can be improved. Pupils are set targets in English and mathematics at the beginning of each term and their progress towards these targets is reviewed later. This gives pupils a good understanding of what they need to learn and helps them to achieve suitable short-term goals.
13. Procedures for checking pupils' progress have improved significantly since the last inspection and are now very good in the early years unit and good at both key stages. Information from pupils' assessments is used well to plan lessons, to place children into ability sets for English and mathematics at Key Stage 2 and to set targets for individual children. This effective approach to checking pupils' progress and analysing their achievements is benefiting all pupils at the school.

Pupils' very positive attitudes to learning and their very good behaviour and relationships help them to make good progress.

14. Pupils' attitudes to work are very good. They are keen to learn, highly motivated, and eager to take every opportunity to extend their knowledge and understanding. Teachers are enthusiastic and act as very good role models. They build on their pupils' enthusiasm by encouraging them to share their insights with other pupils during question and answer sessions. In a Year 6 geography lesson, for example, pupils were very keen to share their observations on photographs of different kinds of environments with the whole class. Pupils listen attentively to their teachers and to other pupils. They follow instructions carefully and concentrate well on projects. As a result, pupils work at a brisk pace and persevere until their tasks have been completed. This enables them to increase their skills and knowledge and to make very good progress.
15. Behaviour is excellent both in class and around the school. Pupils nearly always behave well during lessons and most of their time is occupied in learning. They are polite and helpful to visitors and are very keen to explain the work they are doing. Pupils co-operate sensibly when working in pairs or in small groups and this helps them to learn more effectively. In a Year 6 science investigation, for example, groups of pupils worked together well when using tape measures and trundle wheels to determine how far away they could hear an instrument being played. Most parents agree that behaviour in the school is good. Very little inappropriate behaviour was seen during the inspection. Very good discipline and class management are strong features of lessons. This provides pupils with a firm sense of security and enables them to work hard with little disturbance.
16. Opportunities for personal development are very good and are assisted by the very good quality of relationships in the school. Pupils from different ethnic backgrounds get on very well together and learn from one another's ideas and suggestions. All pupils co-operate well during group activities and share equipment or take turns where appropriate. They chatter happily as they walk along the corridors and play sensibly together in the playground. These very good relationships help to develop pupils' tolerance and understanding of others. Relationships between pupils and

teachers are very good. Teachers know their pupils well and are aware of their individual needs. This builds confidence among their pupils and encourages them to ask questions without loss of face. The school provides good opportunities for pupils to develop personal and social skills. Pupils take registers to the school office, for instance, and turn the recorded music on and off during assemblies. Older pupils help with discos and Christmas parties for the younger children. Pupils in Year 5 learn how to live communally on a residential weekend visit. Good opportunities are provided for pupils to work together and to co-operate in small groups during lessons. Such activities help to develop responsibility in pupils and build their confidence and communication skills.

The good leadership and management of the headteacher ensure that the aims and values of the school are clearly reflected in its work.

17. The headteacher provides good leadership of the school. She has well-defined aims and appropriate plans for the future. As a result, the school is moving forward with clear educational direction and the aims and values of the school are reflected in its work. The school is committed to achieving high standards for all children, and staff work together effectively to bring this about. Pupils' hard work and positive achievement are praised in class and work is celebrated attractively on walls and corridors. The school expects high standards of behaviour and ensures that children respect and care for each other. The headteacher has established very good relationships with parents and has gained the respect of her pupils. She supports colleagues in the classroom and teaches literacy to a group of pupils with special educational needs on a daily basis. She is strongly committed to raising standards in the school and has established very good attitudes and values to support the effective learning of all pupils.
18. The headteacher and other key staff monitor teaching and pupils' work effectively. The headteacher checks teachers' long-term and medium-term planning and reports on any points requiring action to individual teachers. She visits classrooms systematically to observe teachers at work. Observations are fed back to individual teachers, with suggestions for future development. Appropriate plans are in place to introduce performance management. All subject co-ordinators check teachers' planning and examine samples of pupils' work, but a regular programme of lesson observations to monitor the standard of teaching has only recently begun. The headteacher also monitors standards informally when observing in classes and checks the standard of pupils' work on display. She regularly makes awards for good behaviour, outstanding effort and good work.
19. The headteacher and senior staff analyse National Curriculum test results and the results of other optional tests. They have identified and taken action to improve weaker areas such as pupils' writing skills. Realistic targets have been set to improve standards in English and mathematics in the National Curriculum tests in 2001. To meet these targets, the school has directed its attention towards effective support for pupils with special needs, additional literacy support, and booster classes for pupils in Years 5 and 6.

The school cares for its pupils well and there is very good provision for their moral and social development.

20. Procedures for child protection and for ensuring pupils' welfare are very good. The headteacher and governors ensure that the school's child protection policy is implemented and all staff have had training in recognising signs of abuse. The school's arrangements for fire safety and for first aid and medical care are good. The provision of a drop-in breakfast club three times a week reflects the genuine concern that the school has for the welfare of its pupils. Arrangements for promoting good behaviour are effective. Isolated incidents of bullying are dealt with immediately. Teachers, classroom assistants and midday supervisors apply the behaviour policy consistently. This contributes towards the very good standard of behaviour at the school.
21. The provision for pupils' moral development is a strength of the school. The headteacher and staff work hard to teach pupils the difference between right and wrong. In a class assembly in Year 4, for example, pupils were reminded of Gandhi, who opposed violence and had faith in the

morality of his beliefs. All staff expect pupils to follow the school's code of conduct. They take time to reason with pupils who show signs of becoming uncooperative. Pupils themselves learn the benefits of positive values such as reason and fairness. The school's good moral climate benefits a great deal from this very good teaching.

22. The school's provision for pupils' social development is linked closely to the school's promotion of moral development. Teachers encourage pupils to develop good teamwork. As a result, pupils work together sensibly and responsibly. The school lays great stress on good social behaviour and rewards pupils who show consideration for others. In a Key Stage 1 assembly, pupils were encouraged to look out for anyone needing help at school or at home. Pupils are given positive opportunities to shoulder responsibilities. They undertake duties in class, and some older pupils help in other areas, such as in the dining room. The school helps pupils to prepare for good citizenship by giving them opportunities to support children's charities and to sing carols in the local area at Christmas time. During the inspection, school and class assemblies for older pupils developed the theme of serving the community by discussing the rights and responsibilities of citizens and elected representatives.

WHAT COULD BE IMPROVED

Standards in information and communication technology (ICT) are too low because there is insufficient teaching of ICT skills and too little use of computers.

23. Standards in ICT are well below those expected nationally at the end of both key stages. Standards have declined since the previous inspection, when they were below average. Pupils at both key stages use computers for simple tasks such as word processing and practising mathematical skills, but there is no evidence of computer-generated graphs and tables and computers are not used regularly to assist learning across different subjects of the curriculum. There is very limited use of databases, CD-ROMs, the Internet and e-mail, and there is no opportunity to use remote-sensing equipment, for example, to measure temperature changes. This means that the school is not meeting the statutory requirements of the National Curriculum. In the only ICT lesson seen during the inspection, pupils in Year 2 learned how to program a floor robot to move along a given route. They instructed the robot to move forwards successfully and to turn left or right, but only a few were able to program a sequence of five movements accurately.
24. The development of ICT is an important priority in the school's development plan and improving standards in ICT is a performance target for every teacher. Although a sound scheme of work based on national guidelines has been adopted during the current school year, little time has yet been spent teaching the subject, as a lack of reliable computers has limited the opportunities for pupils to learn and practise ICT skills. The school has recently obtained ten new computers and a new computer suite is in the process of development. The school has been linked to the National Grid for Learning, and to the Leeds Learning Network. There is still not enough software, however, to enable ICT to be used regularly when learning about other subjects. As a result, pupils do not use computers enough to practise and consolidate their skills. Teachers' confidence and expertise in the subject are limited, but are increasing due to some basic training. Teachers have sound skills in word processing and the use of CD ROMs, but are less certain how to handle spreadsheets and databases or to use control technology and remote-sensing equipment. Additional training planned for next term should enable teachers to develop their skills further.

Pupils' attendance is unsatisfactory. Unauthorised absence is very high and a few parents are allowing their children to miss school too often.

25. The rate of attendance in the last school year (71.5 per cent) was very low compared with other schools. Some of this recorded absence was due to several families having left the area but whose children remained on the school register for up to three months. A significant number of

pupils, however, regularly miss lessons and the standard of their work suffers as a result, despite the school's efforts to help pupils catch up on work missed. The current rate (approximately 90 per cent) is a great improvement on last year, but is still well below the national average (94.4 per cent). The school has introduced a rigorous policy to combat lateness and pupils are recorded as absent if they arrive more than 15 minutes late. The school works hard to improve attendance, but the rate of absence authorised by parents is still very high. Unauthorised absence is also above average, and the school co-operates closely with local authority welfare officers to encourage parents to send their children to school regularly so they do not miss lessons.

There are not enough extra-curricular activities through which pupils can broaden their interests and develop new skills.

26. A quarter of the parents who responded to the parental questionnaire were disappointed that there are few extra-curricular activities for pupils at lunchtime or after school. While the school makes good provision for older pupils to do their homework at lunchtime study clubs, there are no regular musical or sporting activities to develop pupils' artistic or physical skills. Inspectors agree that there are not enough extra-curricular clubs and sporting activities to broaden pupils' interests and to develop new skills. The school is aware of the need for a wider range of opportunities and is currently introducing a programme of activities in conjunction with other local schools.

There is not enough systematic monitoring and evaluation of the school's provision by the governing body. The school prospectus and the governors' annual report to parents have many items missing that are required by law.

27. Governors carry out most of their statutory duties effectively and play a satisfactory role in shaping the direction of the school. The full governing body meets termly and committees meet to discuss staffing, buildings, finance and the curriculum. They are kept well informed about new developments by the headteacher. The chair of governors visits the school regularly, and the deputy chair plays a very active role in running the breakfast club three mornings a week and helping in class. Most other governors, however, do not visit the school regularly, and the governing body does not monitor teaching and learning systematically enough. As a result, most governors do not have sufficient understanding of the strengths and weaknesses of the school. The governing body has not fully implemented the statutory requirements of the National Curriculum in ICT since the previous inspection four years ago, and many items required by law are not included in the school's prospectus and the governors' annual report to parents.
28. The prospectus and annual report are attractive and readable documents, but both omit many items of information that would be helpful to current and prospective parents. The prospectus does not include the address, telephone number and type of school or the name of the headteacher and chair of governors. There is insufficient information about admission procedures and provision for pupils with special educational needs, and no statement of parents' rights to withdraw pupils from religious education. There is no indication of percentage attendance figures, and the National Curriculum test results are incomplete. The annual report to parents does not contain the name and address of the chair of governors and the clerk to the governors. There is no information on school security and no details of the facilities and arrangements for the admission of pupils with disabilities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. In order to improve the quality of education provided, the governing body, headteacher and staff should:

- (1) Raise standards in ICT by
 - (i) ensuring that teaching covers all the requirements of the National Curriculum at both key stages; (see paragraph 23)
 - (ii) providing suitable software resources; (see paragraph 24)
 - (iii) providing additional training to develop teachers' expertise; (see paragraph 24)
 - (iv) enabling pupils to make more use of computers to practise their skills and reinforce their learning; (see paragraph 24)
 - (v) making more use of computers to assist teaching and learning across other subjects of the curriculum. (see paragraph 23)

(The school has identified these areas in its development plan and work is already in hand to address these issues.)

- (2) Improve the rate of attendance so pupils do not miss so many lessons. (see paragraph 25)
- (3) Extend the range of extra-curricular activities to give pupils more opportunities to broaden their interests and develop new skills. (see paragraph 26)
- (4) Improve governors' working knowledge of the school by introducing a systematic programme to monitor the school's provision, and ensure that the school's prospectus and governors' annual report to parents contain all the information required by law. (see paragraphs 27, 28)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 20 |
| Number of discussions with staff, governors, other adults and pupils | 13 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 20 | 55 | 20 | 5 | 0 | 0 |

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

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 20.5 | 170 |
| Number of full-time pupils known to be eligible for free school meals | 0 | 56 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 6 |
| Number of pupils on the school's special educational needs register | 9 | 45 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 11 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 29 |
| Pupils who left the school other than at the usual time of leaving | 17 |

Attendance

Authorised absence

| | % |
|---------------------------|------|
| School data | 27.2 |
| National comparative data | 4.3 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 1.3 |
| National comparative data | 0.3 |

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 | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2000 | 10 | 13 | 23 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 9 | 8 | 8 |
| | Girls | 11 | 11 | 10 |
| | Total | 20 | 19 | 18 |
| Percentage of pupils at NC level 2 or above | School | 87 (91) | 83 (86) | 78 (86) |
| | National | 83 (82) | 84 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 8 | 8 | 10 |
| | Girls | 11 | 10 | 10 |
| | Total | 19 | 18 | 20 |
| Percentage of pupils at NC level 2 or above | School | 83 (86) | 78 (77) | 87 (95) |
| | National | 84 (82) | 88 (86) | 88 (87) |

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

Attainment at the end of Key Stage 2

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 2000 | 15 | 7 | 22 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 11 | 13 | 15 |
| | Girls | 6 | 5 | 6 |
| | Total | 17 | 18 | 21 |
| Percentage of pupils at NC level 4 or above | School | 77 (68) | 82 (61) | 95 (86) |
| | National | 75 (70) | 72 (69) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 8 | 13 | 15 |
| | Girls | 3 | 5 | 5 |
| | Total | 11 | 18 | 20 |
| Percentage of pupils at NC level 4 or above | School | 50 (46) | 82 (61) | 91 (54) |
| | National | 70 (68) | 72 (69) | 79 (75) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 2 |
| Black – African heritage | 0 |
| Black – other | 5 |
| Indian | 2 |
| Pakistani | 4 |
| Bangladeshi | 0 |
| Chinese | 1 |
| White | 174 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | 0 | 0 |
| Black – African heritage | 0 | 0 |
| Black – other | 0 | 0 |
| Indian | 0 | 0 |
| Pakistani | 0 | 0 |
| Bangladeshi | 0 | 0 |
| Chinese | 0 | 0 |
| White | 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) | 8.1 |
| Number of pupils per qualified teacher | 23.4 |
| Average class size | 23 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 7 |
| Total aggregate hours worked per week | 154 |

Qualified teachers and support staff: nursery

| | |
|--|----|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 19 |

| | |
|---|----|
| Total number of education support staff | 3 |
| Total aggregate hours worked per week | 81 |

| | |
|--------------------------------|-----|
| Number of pupils per FTE adult | 4.5 |
|--------------------------------|-----|

FTE means full-time equivalent.

Financial information

| | |
|----------------|-----------|
| Financial year | 1999/2000 |
|----------------|-----------|

| | £ |
|--|---------|
| Total income | 425,416 |
| Total expenditure | 433,348 |
| Expenditure per pupil | 2,381 |
| Balance brought forward from previous year | -23,620 |
| Balance carried forward to next year | -31,550 |

Results of the survey of parents and carers

Questionnaire return rate 8.0%

Number of questionnaires sent out:

188

Number of questionnaires returned:

15

Responses (percentage of answers in each category):

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|---|----------------|---------------|------------------|-------------------|------------|
| 1 My child likes school | 53 | 40 | 7 | 0 | 0 |
| 2 My child is making good progress in school | 80 | 20 | 0 | 0 | 0 |
| 3 Behaviour in the school is good | 47 | 47 | 7 | 0 | 0 |
| 4 My child gets the right amount of work to do at home | 33 | 20 | 13 | 7 | 27 |
| 5 The teaching is good | 67 | 33 | 0 | 0 | 0 |
| 6 I am kept well informed about how my child is getting on | 47 | 40 | 7 | 0 | 7 |
| 7 I would feel comfortable about approaching the school with questions or a problem | 87 | 13 | 0 | 0 | 0 |
| 8 The school expects my child to work hard and achieve his or her best | 67 | 20 | 7 | 0 | 7 |
| 9 The school works closely with parents | 53 | 33 | 7 | 0 | 7 |
| 10 The school is well led and managed | 60 | 33 | 7 | 0 | 0 |
| 11 The school is helping my child become mature and responsible | 60 | 40 | 0 | 0 | 0 |
| 12 The school provides an interesting range of activities outside lessons | 27 | 40 | 27 | 0 | 7 |

NB: figures are rounded to nearest integer; sum may not = 100%

Nil responses (i.e. blank boxes) are included in category 5.

2 (13%) parents made additional comments.