

INSPECTION REPORT

St Peter's CE Primary School

Cromwell Street, Leeds

LEA area: Leeds

Unique reference number: 108050

Head teacher: Mr P Woodhead

Reporting inspector: Mr A Smith
18037

Dates of inspection: 27 - 31 March 2000

Inspection number: 193287

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:	Voluntary
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Cromwell Street Leeds
Postcode:	LS9 7SG
Telephone number:	0113 2934411
Fax number:	0113 2934422
Appropriate authority:	The governing body
Name of chair of governors:	Canon C G Smith
Date of previous inspection:	January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr A Smith	Registered inspector	Information technology	What sort of school is it
		Physical education	The schools results and achievements
			Teaching
			Leadership, management, efficiency
Mr T Smith	Lay inspector		Attendance
			Links with the community
			Welfare, health, safety, child protection
			Monitoring of personal development and attendance
			Partnership with parents
Mrs M McLean	Team inspector	English	Pupils' attitudes, behaviour and personal development
		Geography	Personal Support and guidance
		History	Staffing
		Special educational needs	
Mr P Nettleship	Team inspector	Science	Curriculum
		Design and technology	Assessment and monitoring of academic performance
		Music	Accommodation
Mrs C McNabb	Team Inspector	Mathematics	Pupils' spiritual, moral, social and cultural development
		Art	Resources
		Under fives	
		Equal opportunities	

The inspection contractor was:

Eclipse (Education) Limited
14 Enterprise House
Kingsway
Team Valley
Gateshead
NE11 0SR

Tel: 0191 487 2333

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The Registrar
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The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Peter's CE Primary School is an average sized primary school situated in central Leeds in an area of social deprivation. The school is a multi-cultural community with a high rate of pupil mobility. The catchment area is made up of four city council wards which are four of the five most deprived wards in Leeds. Three of these wards are in the top 10 per cent for deprivation in the country. Pupils enter the school with levels of attainment which are below average although the full ability range is represented.

There are 108 boys and 98 girls currently on roll. Eleven pupils have English as an additional language and this is higher than in most schools. The percentage of pupils from minority ethnic backgrounds (42 per cent) is well above the national average. Approximately 39 per cent of pupils are eligible for free school meals, which is above the national average. The percentage of pupils identified as having special educational needs (51 per cent) is well above average as is the proportion of pupils with statements of special educational needs (6 per cent). The area within which the school is located has deteriorated since the last inspection. This has resulted from a rise in unemployment and a deterioration in the housing stock adjacent to the school.

HOW GOOD THE SCHOOL IS

St Peter's CE Primary School is a caring, improving school. Pupils enter the school with levels of attainment which are below average although the full ability range is represented. Pupils make satisfactory progress, but by the end of Key Stage 2 their attainment is below average. However, it is clear from work seen during the inspection that standards are rising mainly as a result of good teaching and the very good attitudes of pupils. Progress and achievement are satisfactory. The leadership and management of the school are good. The school provides good value for money.

What the school does well

- The head teacher manages the school well.
- The provision for the under fives is very good; it gives children a good start to their education.
- The quality of teaching is good.
- Pupils have very good attitudes to school.
- The school provides a very caring atmosphere; staff and pupils enjoy very good relationships.
- The behaviour of pupils is very good.
- Teachers manage pupils very well.
- Pupils enjoy very good relationships with each other.
- The provision for pupils' personal, including spiritual, moral, social and cultural development is very good.
- The school provides good value for money.

What could be improved

- The procedures for monitoring and evaluating teaching and learning in the school.
- The level of influence that curriculum co-ordinators have in their subject area.
- The use of information technology to allow pupils to develop more advanced skills.
- The handwriting skills of pupils.
- The degree of challenge in work provided for pupils who are capable of higher attainment.

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 sound improvement since the last inspection. It has implemented a clear, effective staff development policy which ensures that in-service needs are met. The head teacher as co-ordinator of this programme has a clear oversight of whole school emerging needs and priorities and targets these accordingly. At the same time he ensures that the needs of individual teachers are not overlooked. The school has developed a good policy for marking pupils' work. The quality of teaching has improved since the last inspection and no unsatisfactory lessons were seen. This has mainly been the result of teachers having good subject knowledge, good questioning skills and very good strategies for managing the behaviour of pupils. However, work is still not sufficiently challenging for pupils who are capable of higher attainment. The school has maintained an effective approach to the monitoring of pupil absence and the majority of pupils come punctually to classes.

Annual pupil reports to parents now meet statutory requirements and the school has established an annual Health and Safety check by Governors. There has been little improvement to the provision of dual language books and the lighting in the Nursery remains inadequate. The school has made little progress in the establishment of procedures for monitoring teaching and learning. There have been limited opportunities for some co-ordinators and the head teacher and deputy head teacher to carry out such monitoring. However, the school has no consistent, rigorous strategy for monitoring and evaluating teaching and learning with a view to overall school improvement.

STANDARDS

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

Performance in:	Compared with				Key
	All schools			similar schools	
	1997	1998	1999	1999	
English	B	E*	E	C	Well above average A above average B Average C Below average D Well below average E
Mathematics	B	E	D	B	
Science	E	E	E	C	

The table shows that in the 1999 national tests for 11 year olds, the school's results were below the national average in mathematics and well below in English and science. When compared with similar schools, pupils performed above the average in mathematics and in line with the average in English and science. It is important to note that the percentage of pupils achieving level four or above in mathematics was above the national average and in science it was in line with the average. However, the overall grade in mathematics and science was greatly affected by the percentage of pupils achieving a level five which was well below the national average in all three subjects. The school results show an overall trend of improvement despite a dip in performance in 1998. The school met its targets in 1999. It has set challenging but realistic targets for the next two years which it is likely to achieve.

The work seen during the inspection confirms that standards in English by the age of 11 are below those expected of pupils of this age. Standards in speaking and listening are close to the national average. Standards in mathematics, science and information technology are also below those expected of Year 6 pupils. A major contributory factor to this outcome is the fact that thirty per cent of current

Year 6 pupils joined the school during Key Stage 2 and so did not fully benefit from the education provided by the school. Also, the implementation of school strategies for literacy and numeracy did not fully impact on the attainment of these pupils. Work seen in the other classes indicates that standards are rising mainly as a result of good teaching and the very good attitudes of pupils. Standards of current Year 5 pupils are likely to meet those expected of 11 year olds next year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to the school. They are very keen to come to school and in lessons are eager to learn and please their teachers.
Behaviour, in and out of classrooms	Behaviour in most lessons is very good. Pupils' behaviour in the playground has improved since the last inspection.
Personal development and relationships	Very good. Pupils are very polite and respect the views and beliefs of others. Relationships between pupils and adults and between pupils and other pupils are very good.
Attendance	Attendance is satisfactory. Punctuality has improved since the last inspection.

The school has targeted and improved punctuality since the last inspection. Behaviour has improved since the last inspection, particularly in the playground. This has had a good impact on pupils' attitudes to the school which are very good. Also, relationships between pupils and adults and between pupils and other pupils are very 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.

The quality of teaching was never less than satisfactory during the inspection. In 25 per cent of the lessons, the quality of teaching was very good or better. The quality of teaching in English and mathematics is good. The skills of literacy and numeracy are taught well. Teachers have good subject knowledge other than in information technology where it is patchy. Teachers use good questioning skills and very good strategies for managing the behaviour of pupils. Individual teachers plan their lessons well but the school lacks a structured, consistent approach to the planning of work for pupils. As a result, work is not always sufficiently challenging for pupils who are capable of higher attainment. Overall, the quality of teaching has improved significantly since the last inspection.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a broad, balanced and relevant curriculum. It supplements this with an exciting range of activities which are directly linked to the pupil's experiences and backgrounds.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs. These pupils are identified at an early age and are provided with good support, mainly when they are withdrawn in small groups for extra work.
Provision for pupils with English as an additional language	Provision is good. These pupils are fully integrated into classes and make satisfactory progress. The school provides extra support for these pupils when it is needed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' moral and social development is very good. Provision for spiritual and cultural development is good.
How well the school cares for its pupils	The school takes very good care of its pupils. Procedures for monitoring and eliminating oppressive behaviour are excellent. Procedures for monitoring and supporting pupils' personal development are good.

Good opportunities are given for parents to attend meetings regarding their child's progress and to be informed about school curriculum developments. Written reports are sent out each year. Parents are welcome in school to support in classes and reading books are sent home regularly. However, despite the school's best efforts, most parents do not play an active part in supporting the school to develop pupils' learning. The curriculum is good and is supplemented with an exciting range of activities which are directly linked to pupils' experiences and backgrounds.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. The head teacher has created a very caring ethos in the school which gives a very good reflection of its aims and values. However, curriculum co-ordinators have little influence in their curriculum areas and lack a clear view of how their subjects can be improved.
How well the governors fulfil their responsibilities	The governing body is very supportive and very involved in the life of the school. Governors have specific curriculum support responsibilities, for example, in literacy, numeracy and information technology.
The school's evaluation of its performance	The head teacher analyses the school's performance data well. However, the information gained is not yet used as effectively as it could be.
The strategic use of resources	Satisfactory.

The school has satisfactory staffing levels. Class teachers, special educational needs support staff, and other non-teaching staff work to support each other effectively. The school's accommodation and

resources are adequate. The limited range of dual language books remains an issue from the previous inspection. Curriculum co-ordinators still have little influence in their curriculum areas and lack a clear view of how their subjects can be improved.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school. • The progress their children make. • The behaviour of children in and out of school. • The standard of teaching in the school. • The information they are provided with about the progress their children make. • The school is approachable. • The school expects children to work hard. • The school works closely with parents. • The leadership and management of the school. • The way in which the school helps children to be mature and responsible. • The school is approachable. 	<ul style="list-style-type: none"> • Homework. • The range of extra-curricular activities.

Inspectors agree with parents' positive comments but disagree with one of the negative comments. The amount and range of extra-curricular activities offered by the school are very good. However, while there is a homework policy in the school, homework is not given consistently throughout the school and varies from class to class. Parents are very supportive of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 In the national tests for 11 year olds in 1999, the school's results were below the national average in mathematics and well below in English and science. When compared with similar schools, pupils performed above the average in mathematics and in line with the average in English and science. It is important to note that the percentage of pupils achieving level four or above in mathematics was above the national average and in science it was in line with the average. However, the overall grade for mathematics and science was greatly affected by the percentage of pupils achieving a level five which was well below the national average in all three subjects. The results show an overall trend of improvement despite a dip in performance in 1998. The school met its targets in 1999. It has set challenging but realistic targets for the next two years which it is likely to achieve.

2 The work seen during the inspection confirms that standards in English by the age of 11 are below those expected of pupils of this age. Standards in mathematics and science are also below those expected of Year 6 pupils. A major contributory factor to this outcome is the fact that thirty per cent of current Year 6 pupils joined the school during Key Stage 2 and so did not benefit fully from the education provided by the school. Also, the implementation of school strategies for literacy and numeracy did not fully impact on the attainment of these pupils. Work seen in the other classes and particularly the Year 5 class indicates that standards are rising. Standards of current Year 5 pupils are likely to meet those expected of 11 year olds next year.

3 In the national tests for seven year olds in 1999, the school's results in reading and writing were above the average, and in mathematics in line with the average when compared with all school nationally. Pupils' performance in the reading, writing and mathematics tests was well above average in comparison with similar schools. Teacher assessment in science was above the national average. The trend over time at the end of Key Stage 1 has generally been an upward one. In writing, the trend has been continuously upward since 1996. In reading, the trend has been an upward one other than in the results from 1997 to 1998. In mathematics, the trend has been upward other than in 1999.

4 The work seen during the inspection generally confirms the test results. By the end of Year 2, pupils' reading skills are above the levels expected for their age. Standards in writing match the level expected of seven year olds. Standards in mathematics and science are at the level expected for their age.

5 Children's' attainment on entry to the nursery is well below that expected of children of this age in all areas of learning. Children make good progress in the nursery although their attainment on moving to the reception class remains generally below what is normally found in children of their age.

6 In personal and social education children understand what is expected of them and act accordingly. They behave well both in the classroom and outside in the garden, and are aware of safety and treat resources sensibly. In language and literacy most children listen attentively to stories and instructions. More confident children can repeat news they have heard, but some are reticent and have limited vocabulary to tell their own news easily. Most know how to use books and can distinguish print. They recognise their names, and many are able to attempt to write their name in little books they make for themselves.

7 In mathematics most children by the age of five can count up to ten saying numbers and objects. Higher attainers in the reception class can count in tens to one hundred with older pupils. In

knowledge and understanding of the world children observe and comment on changes, such as making jelly. They were fascinated by a visit from a mother and baby. They looked on in wonder as the baby is introduced and then bathed in the nursery. In creative development children use a variety of art materials well. They make pictures of themselves as babies using paint to carefully represent skin tone. Oval faces are made from materials such as cloth, buttons and wool. In physical development children handle materials and equipment safely and appropriately. They hold pencils correctly when writing or drawing in the office or opticians, and are able to cut with scissors though with varying degrees of precision.

8 Children make good progress in the reception class but by the age of five the majority are not attaining fully the level expected in all the desirable learning outcomes, but do make considerable progress in personal and social skills.

9 In English, by the end of Year 2 and Year 6, pupils speaking and listening skills match the levels expected for their age. In Year 2 the majority of pupils listen very well. They are beginning to gain confidence exploring and communicating their ideas. For example, pupils were explaining well the knowledge they had gained from shared reading about rockpools. In Year 6, pupils listen well. They take turns talking, and value their classmates contributions. They are confident and most pupils are eager to answer questions. Pupils adapt their talk to the purpose, and speak politely to adults and each other.

10 By the end of Year 2, pupils' reading skills are above the levels expected for their age. They are independent readers who recognise author and illustrator. All are willing to talk about the main points, or characters, in their reading. Higher attaining pupils read fluently, although punctuation is not always read well. By the end of Year 6, pupils' reading skills are below the levels expected for their age. Progress in reading is more variable between classes. Pupils' library skills are not developed well enough to enable pupils to confidently locate and use information.

11 By the end of Year 2, pupils' standards in writing match the level expected for their age. They recount stories they have been told, write their own stories and write letters. Higher attaining pupils are beginning to write more complex sentences, using 'and' to join sentences. By the end of Year 6, pupils' standards in writing are below the level expected for their age. Pupils make steady progress in writing for a range of purposes and audiences, including interviews and advertisements, but the quality of their written work is often brief. Progress in developing a joined script is unsatisfactory through Key Stage 2, although pupils make very good progress in Year 6.

12 In mathematics, pupils make steady progress in Key Stage 1 and develop competence in the four rules of number. They learn to manipulate numbers quickly in the daily mathematics session, which has a positive impact on their attainment. By the age of seven, most pupils order numbers to 100 reliably and count up and down to 100 in 10s and 5s. They have an increasing understanding of place value and consolidate this knowledge by adding and subtracting the same numbers. Pupils make good progress in developing their ability to solve mathematical problems and to be creative in the methods they use. Pupils in Key Stage 2 make steady progress and become increasingly proficient. By the age of 11, pupils' number work is consolidated by identifying facts in a real-life problem by looking at key words and numbers and then deciding which operation to employ. They use their knowledge of the number system with increasing confidence and learn that the four operations are fundamental to solving problems and rely on their mental recall of multiplication tables as they work.

13 In science, by the end of Key Stage 1, pupils' experimental and investigative skills are satisfactory. In experiments with melting ice, they accurately predict which ice cube is likely to melt first based on where it is sited. By the end of Key Stage 2, pupils' standards in science are below those expected for pupils of their age, though they have a satisfactory grasp of the concept of reversible and

irreversible changes in materials. Pupils make steady progress in science.

14 By the end of Year 2, pupils' information technology skills match what is expected of pupils of this age and they make steady progress through the key stage. They use word processors to write simple stories and correct their mistakes. They use word banks effectively to extend their vocabulary and art packages to draw simple pictures. In Key Stage 2, pupils make unsatisfactory progress and, as a result, by the age of 11 pupils' attainment is below the levels expected for their age. Pupils' work gives little indication of attainment of the higher levels of performance for example, when controlling, monitoring and modelling.

15 Pupils make good progress in developing their musical skills. The Steel Pans Band play to very high levels and are recognised throughout the city for the quality of their performances. In design and technology, art, geography, history and physical education, pupils make steady progress.

16 Children with special educational needs, and those with English as an additional language make very good progress in the nursery and the reception class. There is identified support for these children. Good assessment and recording procedures in these classes contribute well to the progress they make. In Key Stages 1 and 2 pupils with special educational needs make steady progress. When withdrawn for specialist support in small groups, and supported in classrooms, their progress is good. However, teachers do not consistently plan appropriate activities which are well matched to pupils' individual education plans. This results in slower progress in some lessons. Pupils with English as an additional language make good progress. They are fully integrated in classrooms, and the school has effective procedures to provide extra withdrawal, or in-class support if a need is identified.

17 Whilst teachers ensure that pupils with special educational needs or with English as an additional language make steady progress, pupils capable of higher attainment progress less well in their learning than other pupils. This is largely because they are not given sufficiently demanding work in some classes.

18 Overall, pupils' achievement and progress are satisfactory, bearing in mind the high proportion of pupils who start at the school with low levels of attainment. Standards are rising throughout the school, particularly because of good teaching and the very good attitudes of pupils. The school has steadily improved pupils' attainment since the last inspection and has the capacity to maintain this improvement.

Pupils' attitudes, values and personal development

19 Pupils' attitudes to the school are very good. They enjoy coming to school. At the Parents' meeting, some parents commented "our children don't want to miss coming to school". In discussion with Year 6 pupils, they said "We like coming to school and seeing our friends. We like learning because teachers help us and explain everything". Pupils are eager to take part in the range of out of school activities. For example, most pupils in Year 6, remained behind at the end of the school day, to attend a "booster" mathematics class aimed at improving standards at the end of Key Stage 2. The youngest children in the nursery and reception class quickly learn routines, and they respond very well to the stimulating and calm environment which supports their learning effectively. Their personal and social development is good. Children are encouraged to be independent, to share and to take turns. When children in the nursery were playing outside with large apparatus, they took turns.

20 Pupils behave very well in lessons, and they behave well around the school. The head teacher is very proud of the standards of behaviour in the school. It has taken several years to improve the behaviour of some of the pupils who joined the school from other schools. He has good reason to be proud that there have been no exclusions over the last three years in the school. Pupils understand the

reasons for rules, and older pupils are aware of the impact of what they do can have on others.

21 Relationships between adults and pupils and classmates are very good. Teachers, and all adults working in the school, provide a very good example by promoting the school motto “We Care”. The school places a strong emphasis of valuing all pupils, and respecting their racial heritage. All pupils work in an atmosphere free from bullying, sexism and racism, as a result of effective policies which are consistently implemented. No aggressive behaviour was observed at playtimes. This is an improvement since the last inspection.

22 Pupils are taught to respect people’s differences. There are strong friendships between pupils of different races. Pupils show respect for other people’s feelings. They listen well to each other, and value each other’s contribution when working together. For example, pupils in Year 4 were working collaboratively in small groups preparing a presentation about their geography work to classmates. Pupils are not only polite to adults and visitors, but also to each other. In the reception class, when pupils were tidying the classroom at the end of a lesson, one pupil voluntarily said “Excuse me” to a classmate.

23 Pupils are given good opportunities to show initiative and take responsibility. Last year’s Year 5 pupils were trained as librarians. They are now in Year 6, and have responsibility themselves for training other pupils in Year 5. Some pupils in Year 6 regularly go to the reception class at lunchtime. They set out toys for the children, and share reading with them. When pupils first come into the reception class, Year 6 pupils help them at playtimes. Year 6 pupils act as “mediators” at playtimes and at lunchtime. They have responsibility for looking after younger pupils, and for setting out an area of the yard for football. These pupils wear special red sweatshirts, so younger pupils know who they are, and can go to them for help.

24 Attendance and unauthorised absence remain around the average for primary schools nationally. Punctuality has improved since the last inspection and is now generally good. The vast majority of pupils arrive on time and are settled in class promptly at the start of sessions. A few pupils are, however, late although this is often the result of problems with public transport.

HOW WELL ARE PUPILS TAUGHT?

25 The quality of teaching is good. It was never less than satisfactory during the inspection. In 25 per cent of lessons, the quality of teaching was very good or better. This is a significant improvement from the last inspection where 10 per cent of teaching was unsatisfactory, and at Key Stage 2, 17 per cent of lessons was judged to be poor. There have been improvements to teachers’ planning, learning objectives for pupils and the expectation of teachers. Teachers have developed very good strategies for managing the behaviour of pupils.

26 With the exception of information technology, teachers have good knowledge and understanding of the subjects they teach. Teachers have received appropriate training to effectively implement the National literacy and Numeracy Strategies. These are developing well and are being used successfully to raise standards. Teachers plan their lessons to a common format, but the quality and level of detail in lesson planning varies. In the best lessons, teachers plan very carefully with clear expectations for their pupils. When teachers share the objectives of the lesson with pupils, this has a positive impact on learning because pupils know what they have to do. For example, in a Year 2 numeracy lesson the teacher explained and structured the group session so that pupils worked on activities independently therefore allowing the teacher to concentrate on improving the numeracy skills of one particular group. However, teachers’ expectations of what pupils can achieve are not always high enough resulting in work that is unchallenging, especially for pupils who are capable of higher

attainment.

27 Teachers use a range of methods effectively including whole class teaching and small group work. Lessons are usually carefully organised with pupils having ease of access to resources. This enables teachers to concentrate on directing teaching to the specific needs of pupils. Teachers use resources well, for example, in a Year 1 lesson, pupils' learning was effective because they were engaged by the use of "Dougal" the puppet. Teachers manage and control their classes very well and insist on very good behaviour from their pupils. This enables pupils to concentrate on their work and apply themselves to their activities. Teachers use good questioning skills to reinforce pupils' previous learning and to make ongoing assessments of their progress in lessons. These good questioning skills also promote high expectations. In a Year 5 English lesson, pupils were inspired to develop and extend their responses.

28 Teachers make good use of time in lessons which start promptly and move with appropriate pace to appropriate conclusions. Good use is made of specialist staff to support pupils with special educational needs and those for whom English is an additional language. The use of information technology to support other curriculum areas is restricted by a lack of teacher knowledge. The school has developed satisfactory systems for assessing pupils' progress. There is a good marking policy that is followed consistently throughout the school. The results of these assessments are used to modify and adapt planning for future lessons. There is a homework policy in school. However, homework is not given consistently throughout the school and varies from class to class.

29 Pupils have very good attitudes to their work, and as a result they acquire new knowledge or skills at a steady rate. They show good application of intellectual, physical and creative effort in their work. Lessons are usually productive and pupils work at a good pace, for example in a Year 4 English lesson when time limits were set for activities. They show good interest in their work and sustain concentration well, for example when Year 2 pupils work in information technology to write poems for Mother's Day. The majority of pupils understand what they are doing, how well they have done and how they can improve, for example in a Year 1 physical education lesson when pupils discuss these aspects at length.

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

30 At the previous inspection, the school's curriculum provision for under-fives was judged to establish a very sound basis for further development. At Key Stages 1 and 2, provision was broad and balanced and all statutory requirements were met. A suitable range of extra-curricular activities was provided. Parents overwhelmingly see the present curriculum provision as being broad, varied and catering for the needs of the pupils.

31 The findings of this inspection indicate that the quality and range of learning opportunities have improved and that all statutory curriculum requirements are in place. Learning opportunities for the under-fives are now very good. In the nursery and reception, work is very well centred on the Desirable Learning Outcomes. The children benefit from a rich variety of first-hand experiences, both within and beyond the classroom. All areas of learning are now very well covered. At both key stages, the breadth, balance and relevance of the whole curriculum are good. In Key Stage 1, work is often successfully linked to the pupils' own interests and experiences. Lessons are given added relevance by imaginative cross-curricular links. For example, Year 2 children develop art, literacy and information technology skills to produce Mother's Day cards. At both key stages, strong emphasis is rightly being given to the raising of standards in literacy and numeracy. In design and technology, information technology, geography and history, teachers are making good use of the new guidance in the

Qualifications and Curriculum Authority (QCA) documents. These are focusing and improving the range of opportunities presented to the pupils. The specialist skills of the deputy head teacher are well used in the development of music throughout the school. However, in other areas of the curriculum, subject expertise of co-ordinators is being insufficiently exploited through both key stages. The school's own self-analysis of its curriculum provision, via the 'Investors in People', accurately identified areas for future development. These include extending curriculum opportunities across a range of subjects and increasing the monitoring role of subject co-ordinators. Inspection evidence fully supports this analysis.

32 Provision for children with special educational needs is very good for children under five. As a result of very good assessment procedures, these children, including gifted and talented children, are identified early and there are effective procedures in place to provide very well for their needs.

33 Provision for pupils with special educational needs at Key Stages 1 and 2 is good. The school has a very detailed policy, which meets the Code of Practice. There is a high proportion of pupils in Stage 2 of the Special Educational Needs register, because the school has identified those pupils who are well below the standards expected for their age in literacy and numeracy. Individual educational plans identify appropriate targets for pupils on the register. However, not all teachers are familiar with the educational plans for pupils in their class, and as a result, work is not always matched well to their identified needs.

34 The effectiveness of the strategies for teaching literacy skills is satisfactory. The staff has received good input from the Local Education Authority literacy Consultant, who has also monitored and improved teaching throughout the school. The head teacher, deputy head teacher and subject co-ordinator have also undertaken teacher and work monitoring. The effectiveness of strategies for teaching numeracy skills is good. The co-ordinator and staff have successfully implemented the recommendations of the National Numeracy Strategy. Trends shown in the national tests, at both seven and 11, indicate that standards are rising in both subjects above those seen at the previous inspection. After this school year, findings indicate that this improving trend will be even more marked.

35 The provision for extra-curricular activities is very good. Pupils benefit from a range of stimulating clubs, including Dance, Soccer and Computers (one for each key stage). A high quality group for older pupils, the Black History Club, meets weekly. Discussing issues of black awareness, racial self-pride and equal opportunities helps them to gain new perceptions of the past, as well as to form opinions likely to shape their future lives. The Steel Pans Band practice repertoire items prior to each of their many concerts. A group of Year 6 pupils also meet every lunchtime to read stories to younger children in the school. There are well attended 'booster classes' in the spring term to raise attainment levels in the core subjects, prior to SATs tests. Residential visits for Year 5 and 6 pupils are held biennially. These allow opportunities for a range of exciting outdoor pursuits that develop pupils' skills, initiative and confidence.

36 The equality of access and opportunity is good. The school analyses assessment and other performance data by age, gender, ethnicity and background. A special target area, and one that is very successfully achieved, is to provide equal opportunities for pupils of all races. All policies have a relevant equal opportunities statement and all curriculum opportunities are mixed gender. The school's commitment to equality is seen each Christmas, when every pupil takes an active part in the annual concert. The school gives a very high profile to equal opportunities through practice, policies and links with parents. The home/school agreement states the school's position clearly, especially issues regarding racism and bullying. However, examples are seen in many lessons where the needs of higher attaining pupils are insufficiently well met. Too often, they are only given extension work to complete, rather than being provided with specific challenges that match their ability. Initiatives, such as the setting of pupils for English in Year 6 and mathematics in Year 4, point the way to possible future

developments. Setting harder tasks for higher attaining pupils needs to be extended into all areas of the curriculum. The high quality of the steel pans players can be used by the school as the yardstick of what can be achieved when able pupils' skills are fully exploited.

37 The provision for personal, social and health education is very good. Personal education is promoted increasingly as pupils progress through the school. It is established in the early years, with children being expected to demonstrate a degree of independence in their learning and in their classroom routines. By the age of 11, pupils are able to accept responsibilities, in a wide range of monitorial and routine duties, that enable the school to function efficiently. Social development is well monitored and is a strength of the school. Group activities are promoted in many lessons, which involve high levels of pupil interaction. Health education is well structured and is carried out, both as an aspect of the science curriculum and as a discrete subject. One example is the annual visit of the 'Axis Life Education' caravan, which is a stimulus for work throughout the school. In Key Stage 1, 'Healthy Eating' is studied. By Year 6, aspects of sex education and drug awareness are included as part of a well-delivered series for older pupils. This also includes contributions from the Community Nurse and the head teacher, as well as 'Theatre in Education' visits.

38 The school has very good links with the community, which contribute positively to the pupils' learning. On a weekly basis two workers from British Telecom and British Gas visit the school to help small groups with their literacy development. Three retired ladies also come for a morning each week to hear children read. Players from Leeds Rhinos Rugby League Club give annual coaching sessions and Leeds United Football Club is sponsoring the school's Steel Pans Band. The school uses facilities in the city to broaden education opportunities, such as the Building College where many craft skills are practiced. Police, firemen, RSPCA officers, school nurses and visiting clergy speak to classes. Visits are made to local supermarkets, the city market and to museums. As well as receiving from the community, the school contributes widely to community affairs.

39 Most years, the school manages to raise £2000 through various initiatives. This is divided between local and world charities and pupils are made very aware of the benefits that they have brought through their endeavours. Reception pupils visit the local Day Centre to entertain the older people. The choir provides much pleasure in church services and concerts. The Steel Pans Bands have gained a wide reputation in Leeds, playing at the Lord Mayor's civic functions and Charity Balls.

40 The school's relationships with its partner institutions are good. Single Re-generation Budget money has been well used to develop cluster initiatives within the local 'Family of Schools' project. Inter-school co-operation proved valuable, for example, in establishing the National literacy and Numeracy Strategies. Regular links are maintained with the secondary schools to which most pupils move. Year 6 pupils experience full induction days in advance of their transfers. A networking system is being established, linking the schools together by computer, to allow free access of information between pupils and staff.

Pupils' spiritual, moral, social and cultural development

41 The schools' provision for pupils' spiritual, moral, social and cultural development is very good overall. It enhances the quality of all pupils' learning and reflects the ethos that is central to the school motto "We care".

42 The school makes good provision for the development of spiritual awareness. Daily acts of worship contribute to pupils' understanding of the Christian faith and reinforce the sense of community and concern for each pupil through birthday celebrations and the presentation of class work to parents and pupils of the school. Pupils are encouraged to think about things they like and don't like by way of a Peace Tree made in the shape of a cross made from the trunk of last year's Christmas tree where pupils hang their 'peace' messages in the shape of leaves. Examples of spirituality were found in class lessons, for example watching a baby being bathed in the nursery and looking at parts of a flower in science. However moments such as these are rare and are not planned for across the curriculum. Prayer forms an important part of the school day, and is used well at the end of morning and afternoon sessions. Whilst this allows pupils to feel a sense of calm there are few opportunities for quiet reflection either in assembly or during lessons.

43 The provision for pupils' moral development is very good. There is a clear and well understood set of values delivered very effectively through the school's behaviour and discipline policy. Pupils know the rules well which are posted around the school as a constant reminder. The rules are reflected in the home/school agreement recognised by pupils, parents, teachers and governors alike. Staff are good, caring role models who act with confidence and consistency to ensure that all pupils are aware of the required standards. Since receiving the 'Investors in People' award, the school is now piloting the 'Investors in pupils' award that has expectations mirroring the school's aims. Expectations of pupils' trustworthiness, honesty and consideration for others are very high. Pupils are expected to respect the equipment and resources they work with and all pupils have regular opportunities to work without supervision on computers in the classroom.

44 Provision for pupils' social development is very good. Pupils are expected to take responsibility at an appropriate level. By the time they are in Year 6, pupils take full responsibility for routine tasks in school. These tasks include helping younger pupils in the reception class, and acting as a 'mediator' in the playground for the younger pupils not only to care for them but also to help them sort out minor difficulties in the playground. The worth of pupils is expressed through 'Gold star awards' presented weekly in assembly for good behaviour, helpfulness and work. To further enhance this, pupils' names are kept as a record and displayed in the 'Gold star book' located centrally in the entrance foyer for pupils and visitors to see. The established residential visit for Years 5 and 6 to Buckden House enhances their personal development very well for the increasing challenges in life as they get older. The school provides many fund raising events, such as the present Lent appeal for the people of Malawi, to which the pupils respond very well. Equality of opportunity has a very high profile in the school through practice and supporting policies. This constant monitoring of harassment and racism has had a very positive impact upon the social harmony of the school.

45 The provision for cultural development is good. Pupils have access to the local community through reception class visits to the farm, Year 4 to the Royal Armouries, and Year 5 to the Building College. The school Steel Pans Band, sponsored by Leeds United Football Club, plays at many local events, such as the City Council's Christmas party, and is gaining a considerable reputation. There is a good link with a local artist and pupils enjoy working with him. Pupils' multi-cultural awareness is greatly enhanced by a study of the Caribbean in Geography, Judaism in Religious Education and the Black History Club that takes place after school. There is inadequate provision of dual language books, as mentioned in the previous report. There is scope for other opportunities for pupils to become aware of the wealth of music, art and books from other cultures.

46 Since the previous report, the provision for pupils' spiritual, moral, social and cultural development has remained strong and is still a strength of the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47 The school continues to take good care of its pupils. Child protection arrangements reflect local authority guidelines, and a member of staff has designated responsibility for liaising with outside agencies. A suitable health and safety policy is in place and day-to-day working practices are generally good. Risks assessments are now carried out on a regular basis, although a few concerns were raised with the head teacher during the inspection. Standards of cleaning and maintenance are very high. Pupils are supervised carefully throughout the day and lunchtime routines are managed smoothly. As a result the school functions as a calm and orderly community. Arrangements for dealing with accidents and illness are good, and significantly enhanced through the Red Cross card system which is used for urgent cases of first aid. Emergency equipment is serviced regularly and a fire drill is held each half term.

48 Procedures for promoting and maintaining high standards of discipline and behaviour are very good. They are securely underpinned by a clear policy statement and implemented effectively by all members of staff. The code of conduct and school rules are very clear and well understood by pupils. This ensures they always act thoughtfully and sensibly at all times. Rewards and consequences are appropriate and applied fairly. Procedures to deal with any incidents of bullying or oppressive behaviour are excellent.

49 The school actively encourages pupils to attend school regularly and, since the last inspection, has sustained levels of attendance around the national average. Parents receive clear information about the school's expectations, and pupils who achieve full attendance over a term and a year are rewarded for their efforts. Pupils enjoy coming to school, and inspection evidence clearly supports this.

50 Monitoring of pupils' personal development is effective. Very thorough records are maintained in the nursery. Elsewhere monitoring is mainly informal although written comments are included on pupils' annual reports and, where appropriate, formal records are kept for pupils exhibiting behavioural problems. Attendance is closely monitored. Registers are completed properly at the start of sessions and all absences that are not explained are now investigated promptly. Pupils who do not arrive on time have their names recorded in the late book. The school, however, has not yet started to produce and maintain regular print outs from its new computerised system, as it is required to do.

51 Procedures for supporting and promoting pupils' personal development are good. The school continues to be very successful in meeting its motto of 'We Care'. Pupils are truly valued and teachers place very strong emphasis on building their confidence and in raising their levels of self-esteem. Praise and rewards are used well to encourage effort, and significant achievements are celebrated and displayed in the foyer. Close links are maintained with a local family support unit. This provides help and counselling for pupils with specifically identified behavioural or social problems and also offers regular opportunities for parents to meet in school and discuss issues of concern to them. There is good provision for pupils' personal, health and social education and activities, such as residential visits, community involvement and collection for charity help to enhance personal values.

52 The monitoring of pupils' academic performance and personal development is satisfactory. At the previous inspection, a key issue was to develop the monitoring and evaluation of classroom practice and pupil attainment in order to ensure smooth progression and continuity in all subjects and to promote even higher standards of achievement. The need for a marking policy was also highlighted.

53 The school has developed satisfactory systems for assessing pupils' progress. The good assessment policy clearly outlines a full range of opportunities for assessment and gives expectations of how these are to be undertaken in a daily, half-termly, termly and annual programme. These include first-hand evaluations during lessons and assessments via marking, teacher tests and standardised tests. Weekly and termly plans are adequately used to review and identify those pupils who have been unable to meet the specific learning objectives. However, no records are maintained of those who have made very good progress in the topic or of the extra learning that they have made. There is a good marking policy that is followed consistently throughout the school in almost every aspect except one. Marking is regular and praise, encouragement and criticism are justly given. However, marking is rarely used as a teaching function. Good instances are seen, for example in Year 5, where comments extend pupils' understanding. Assessment data is kept in each teacher's cohort file. In some classes, these records are very well maintained and are of a very good quality but this is not consistent throughout the school. Record keeping is a particular strength of the nursery. However, collecting and annotating samples of pupils' work on a regular basis is insufficiently undertaken, even in the core subjects.

54 The use of assessment information to guide curricular planning is satisfactory. Results of Baseline Assessments and standardised tests are tabulated and analysed well to identify any patterns of subject or group deficiencies. Information from the half-termly tests in numeracy and science provide information that is passed on and used when the same themes are re-visited. The QCA curriculum itself is being evaluated, on an annual basis, to determine how successfully the different elements are delivered. Slight adjustments are subsequently made to improve the school's provision. Class teachers keep records which detail individual pupil performance, especially in the core subjects. However, there is still no whole-school approach to record keeping that enables accurate, individual analyses to be passed on to the next teacher to ensure good progression.

55 Procedures for monitoring and supporting pupils' progress are satisfactory. The head and deputy head teacher undertake termly evaluations of the quality of pupils' work across the curriculum. These have led to more challenging work being set and subsequent gains in pupils' learning being made. The school is rightly planning to make monitoring of pupils' work the responsibility of the co-ordinators. This will enable them to be better aware of standards throughout the school in their subject. Pupils with special educational needs are well identified and suitable individual education plans (IEPs) are established to ensure these needs are fully addressed. Early identification of these pupils is much improved and the high levels of intensive support have had a major impact on improving standards, especially by Key Stage 2. However, these IEPs are only addressed in the withdrawn group sessions, where more individual attention is guaranteed. Consequently, some class teachers are insufficiently aware of the targets established in the IEPs and are setting work that is not appropriate to the abilities of the pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56 Overall, parents' views of the school are very positive, although links established with them have little significant impact on pupils' learning. There was a good response to the questionnaire. Almost all parents who replied to it consider that the school works closely with them and indicate that they would feel comfortable approaching it for information, or with problems. However, some parents expressed concerns about homework, and inspection findings support these views. Homework is not set consistently and the policy statement underpinning it is rather vague, particularly in Years 3, 4 and 5. A large majority of parents have signed up to the home school agreement. Class assemblies are well supported by parents when their children are involved, but only a handful help in class on a regular basis and attendance at meetings in connection with the curriculum remains very poor. International evenings, which take place directly after the governors' annual meeting, remain very successful and

contribute to pupils' cultural awareness. The Friends Association continues to provide useful support for the school through various organised events. Recently for example, a new greenhouse and gardening tools have been purchased through its fund-raising efforts.

57 Communications with parents remain satisfactory. Parents are happy with the information they receive about their children's progress and most attend formal consultation meetings. Pupils' annual reports are good. They meet current requirements, are informative and set appropriate targets for improvement. In addition, the school also issues half termly summary reports for all pupils at Key Stage 2. These are well received by parents and provide valuable opportunities for pupils to comment on their own achievements. The school responds well to parents' suggestions. For example, following a recent survey, it introduced regular newsletters and now provides advance notice about forthcoming class work. Parents of pupils with special educational needs are appropriately informed about developments and invited to review meetings. Parents of children starting in the nursery and reception classes are introduced into the school with understanding and given clear guidance about its routines and expectations. However, other information is not so good. The governors' annual report does not meet statutory requirements and the prospectus does not contain adequate details about how the school's special educational needs policy is implemented.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58 The leadership and management of the school are good. The head teacher cares strongly about the school, the staff and the pupils. He has been very effective in creating a harmonious environment which reflects most strongly the school motto 'We Care'. As a result relationships within the school are very good. The school has a clear set of aims and values that are shared by pupils, staff, parents and governors. The head teacher and the deputy head teacher work together well as a team and the day-to-day management of the school is effective. They are well supported by an efficient secretary who is fully involved in the life of the school. The head teacher manages and monitors the school's finances well. Good use is made of the local education authority's services to ensure compliance with the principles of best value. Grants given to the school, for example to support pupils with special educational needs and English as an additional language are used well.

59 The head teacher is beginning to analyse the results of national tests well. These results are compared both to schools nationally and to schools with a similar proportion of pupils eligible for free school meals. From this analysis the head teacher has identified areas for improvement and set realistic and challenging targets for the next two years. The information gained is not yet used as effectively as it could be, for example, to set targets for individual pupils. However, there is a clear, shared commitment to school improvement and to the raising of standards. This area has improved steadily since the last inspection.

60 Governors are very interested in, and supportive of, the school. An effective committee structure is in place and some governors have specific curriculum support responsibilities, for example in literacy, numeracy and information technology. Governor support has improved significantly since the last inspection and is now a strength of the school. The governors are fully involved in the construction of the school development plan and have a good understanding of the strengths and weaknesses of the school. In addition, governors play an active part in the daily life of the school, for example when the chair of governors takes school assembly. The school development plan identifies areas that need improving or developing. Time scales and the staff responsible for the improvements are identified. In addition, resource implications are indicated and success criteria shown.

61 Certain aspects of the governors' annual report to parents do not meet requirements. Annual pupil reports to parents now meet statutory requirements and the school has established an annual health and safety check by Governors.

62 The school has made little improvement since the last inspection in monitoring the curriculum and developing the role of the co-ordinators. Most co-ordinators monitor teachers' planning but they have little influence in their curriculum area and lack a clear view of how their subjects can be improved. There have been limited opportunities for some co-ordinators and members of the senior management team to monitor the work of colleagues. However, the school has no consistent, rigorous strategy for monitoring and evaluating teaching and learning with a view to overall school improvement.

63 The school makes good provision for pupils with special educational needs. These pupils are identified at an early age and are provided with good support, mainly when they are withdrawn in small groups for extra work.

64 There are sufficient qualified teachers to teach the National Curriculum and religious education. Class teachers, special educational needs support staff, and other non-teaching staff work to support each other effectively. Specialist staff support pupils with special educational needs, and those for whom English is an additional language very well. The school benefits from a number of parents and visitors who regularly work in the school. For example, pupils are taught to play the steel pans by a peripatetic teacher, and members of the local Church support some individual pupils by hearing them read. The school also makes effective use of support from outside agencies, as well as the local education authority's advisory service. This input from a wide range of staff is valued by the school, and makes a positive contribution to the broad and balanced curriculum offered to pupils.

65 Job descriptions are in place, but these have not been updated and do not indicate any responsibility for co-ordinators to monitor their subjects. As a result, co-ordinators do not have an overview of the standards and progress of pupils throughout the school. The head teacher holds annual interviews with staff, when their training needs are reviewed. Arrangements for in-service training are good. This is an improvement since the last inspection. There is an effective staff development policy. This is used effectively to meet the prioritised needs of the school, as well as the professional development needs of individuals. For example, the teacher who is going to take responsibility for information technology, is presently attending a training course. There are good training opportunities for non-teaching staff. Special needs assistants attend half-day courses at the local Further Education college, and a nursery nurse is being supported by the school to gain a teaching qualification. There are appropriate procedures for the induction and mentoring of newly qualified teachers.

66 Governors have set targets for the head teacher over the last two years, and have recently nominated two governors to have responsibility for the head teacher's appraisal.

67 The previous inspection reported that, "Although sufficient accommodation is available, the limited space in classrooms is a constraint on effective teaching". The findings of this inspection indicate that this judgement is equally valid now. Movement around many of the rooms is restricted, both for pupils and adults. Nevertheless, the staff works extremely hard to produce an attractive learning environment, which the caretaker and staff keep well maintained. The shared area between classes 1 and 2 is well used. The library is central and adequate in size. The computer suite and the science and technology base provide extra space for teaching or storage. However, in some areas, ceiling lights provide insufficient illumination to allow teaching to function adequately. This is particularly the case in the nursery where, for example, children were unable to complete work on eye colour as there was insufficient light to enable them to make accurate assessments. When the computer suite is used for special needs teaching, subdued lighting also creates problems.

68 Learning resources are satisfactory overall. The provision for the literacy hour is good and the books for these sessions are well organised. However, some of the books in the library are now

worn and out of date. There is a limited range of dual language books available for pupils in classrooms or the library. The new computer suite has significantly improved the provision for information technology, but the incompatibility of the software is causing problems with the delivery of this subject. The provision of suitable and varied resources for both history and geography are barely adequate. There is no inventory and the resources are not organised and easily accessed. The provision for science, early years and art is good. Visitors to the school and visits to museums and local places of interest help to enrich pupils' appreciation and understanding of the topics they study.

69 Overall the quality and range of resources have been maintained. The limited range of dual language books remains an issue from the previous inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70 In order to further improve the quality of education, standards and progress in the school the head teacher, staff and governors should:

- Develop and implement a structured, consistent approach to the monitoring of teaching and learning in the school by :-
 1. giving curriculum co-ordinators time to work alongside all their colleagues to observe, support and evaluate teaching and learning in their subject area; (Paragraphs 31, 55, 62, 93, 101, 111, 121, 132 and 142)
 2. ensuring that the head teacher and the deputy head teacher regularly observe, support and critically evaluate the work of teachers; (Paragraphs 62 and 65)
 3. establishing clear links between this strategy and subject and school improvement. (Paragraphs 62, 65 and 93)

- Develop the role of curriculum co-ordinators by :-
 1. allowing them to participate in all the decision making processes that affect their subject areas; (Paragraph 62)
 2. writing job descriptions that clearly define their roles; (Paragraphs 62 and 65)
 3. giving time for co-ordinators to gain a clear view of how teaching and learning in their subject can be improved; (Paragraphs 31, 55, 65 and 93)
 4. making sure that co-ordinators are aware of the part their subject can play in overall school development. (Paragraphs 31, 55, 65 and 93)

In addition to the above issues for action, the following issues should also be considered when the action plan is being written :

- The use of information technology to allow pupils to develop more advanced skills. (Paragraphs 14 and 130)
- The handwriting skills of pupils. (Paragraphs 11 and 88)
- The degree of challenge in work provided for pupils who are capable of higher attainment. (Paragraphs 17, 26, 36 and 98)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

64

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

37

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	23	53	22	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	11	206
Number of full-time pupils eligible for free school meals		82

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	6	100

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	8
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	14	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	8	12
	Girls	11	13	12
	Total	21	21	24
Percentage of pupils at NC level 2 or above	School	70% (72%)	70% (69%)	80% (90%)
	National	82% (80%)	83% (81%)	87% (84%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	14	14
	Girls	14	14	14
	Total	25	28	28
Percentage of pupils at NC level 2 or above	School	83% (93%)	93% (97%)	93% (97%)
	National	82% (81%)	86% (85%)	87% (86%)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	10	18	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	10	8
	Girls	9	12	14
	Total	16	22	22
Percentage of pupils at NC level 4 or above	School	57% (40%)	79% (23%)	79% (30%)
	National	70% (65%)	69% (59%)	78% (69%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	10	10
	Girls	7	6	8
	Total	13	16	18
Percentage of pupils at NC level 4 or above	School	46% (30%)	57% (40%)	64% (33%)
	National	68% (65%)	69% (69%)	75% (72%)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	62
Black – African heritage	2
Black – other	0
Indian	4
Pakistani	4
Bangladeshi	0
Chinese	4
White	100
Any other minority ethnic group	1

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)	7.4
Number of pupils per qualified teacher	28
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	61

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	22

Total number of education support staff	1
Total aggregate hours worked per week	15

Number of pupils per FTE adult	11
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FTE means full-time equivalent.

Financial information

Financial year	1998 - 1999
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	£
Total income	451,239
Total expenditure	444,361
Expenditure per pupil	1,949
Balance brought forward from previous year	7,600
Balance carried forward to next year	14,478

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	220
Number of questionnaires returned	140

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	25	2	0	0
My child is making good progress in school.	55	42	2	1	0
Behaviour in the school is good.	46	49	3	1	1
My child gets the right amount of work to do at home.	25	52	14	7	1
The teaching is good.	59	36	4	1	0
I am kept well informed about how my child is getting on.	56	33	6	4	1
I would feel comfortable about approaching the school with questions or a problem.	66	29	2	2	0
The school expects my child to work hard and achieve his or her best.	68	29	1	1	1
The school works closely with parents.	49	43	5	1	1
The school is well led and managed.	63	33	1	1	2
The school is helping my child become mature and responsible.	59	35	3	1	1
The school provides an interesting range of activities outside lessons.	26	46	14	7	8

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

71 The nursery operates a morning only session and admits 26 children from the age of three. All children whose fifth birthday falls in the autumn and spring terms join the reception class full-time from September; those with summer birthdays join the reception class in January. Childrens' attainment on entry to the nursery is well below that expected of children of this age in all areas of learning. Children are taught in the nursery by a teacher and one nursery nurse, and in the reception class by a teacher, half time nursery nurse and half time support assistant. About 70 per cent of children entering reception have attended the school nursery and almost all children have had some pre-school experience. Nursery staff visit the homes of the children as they are about to enter the nursery providing a caring link between school and parents.

72 Children make good progress in the nursery although their attainment on moving to the reception class remains generally below what is normally found in children of their age. Children make good progress in the reception class. Baseline assessments this year indicate that the majority of pupils are attaining the level expected for their age in all the desirable learning outcomes. However the trend over the last three years confirms that this is exceptional. By the age of five the majority are not attaining fully the level expected in all the desirable learning outcomes, but do make considerable progress in personal and social skills.

73 Children understand what is expected of them and act accordingly. They behave well both in the classroom and outside in the garden, and are aware of the importance of safety and treat resources sensibly. They play well together and take turns to use the bicycles and the remote control car. They work well together when digging for worms and help each other to use spades and pots. They listen carefully when it is news time, not interrupting the person whose turn it is to hold the 'special shell' as they speak. Some speak confidently while others need coaxing to offer ideas. They are interested in learning, and can sometimes concentrate for long periods of time bathing the dolls or working in the 'office'. Teaching is very good in both nursery and reception classes, with teachers providing good role models in terms of attitudes, values and relationships. Teachers and support staff work well as a team, adopting consistent approaches in dealing with children. They create a secure and orderly atmosphere and help children appreciate the need for rules and help them develop a sense of right and wrong. Pupils from Year 6, who act as helpers in the reception class, play an important role in supporting and encouraging children to develop positive learning attitudes in school.

74 In language and literacy most children listen attentively to stories and instructions. More confident children can repeat news they have heard, but some are reticent and have limited vocabulary to tell their own news easily. Most know how to use books and can distinguish print. They recognise their names, and many are able to attempt to write their names in little books they make for themselves. Children are encouraged to 'read' special questions, such as, "When you were a baby did you cry?". They answer the question, with the help of their parent, by choosing to put their name card in either a "yes" or "no" box. In the reception class most know a range of initial letter sounds and sound out with their teacher words they need when learning new vocabulary for measuring, such as smaller and bigger. The introduction of the literacy hour in the reception class is having a beneficial impact upon learning.

75 In mathematics most children by the age of five can count up to ten with numbers and objects. Higher attainers in the reception class can count in tens to 100 with older pupils. They know the names of simple shapes and make pictures of circles and ovals. They have an increasing vocabulary and learn the difference between "tall" and "short" by building tall and short towers with multi-link apparatus and painting a picture of a big giant with a small person. Learning resources are used imaginatively to

support children's learning.

76 In knowledge and understanding of the world children observe and comment on changes, such as making jelly. They observe that it dissolves and is no longer in cubes when it is mixed with water. They discuss this when sharing the jelly at milk time and look at its colour and consistency. They were fascinated by a visit from a baby and mother. They looked on in wonder as the baby was introduced and then bathed in the nursery. Children use the computer with confidence and use the systems effectively. They work independently moving the cursor sideways and upwards across the screen. They successfully match groups of objects to numbers and use the return key to move onto the next stage. Teachers promote this independence well.

77 In creative development children use a variety of art materials well. They make pictures of themselves as babies using paint to carefully represent skin tone. Oval faces are made from materials such as cloth, buttons and wool. Children use plaster of paris to make their footprints and older children use clay, which they find 'clammy' to touch when making finger pots for Mother's Day. Children are given many opportunities to handle and use musical instruments in the nursery's music room as well as to sing songs and rhymes.

78 In physical development children handle materials and equipment safely and appropriately. They hold pencils correctly when writing or drawing in the office or opticians, and are able to cut with scissors, though with varying degrees of precision. They move around large apparatus, such as climbing frames, with satisfactory levels of co-ordination, and can walk, change direction, and stop when dodging the remote control car. They show good control and awareness of others when playing in the garden. Effective use is made of apparatus to deliver a very good range of activities both inside and outside the classrooms. Reception children are given opportunities to use the nursery garden as well as the school hall for physical education lessons.

79 Children under the age of five receive a broad and balanced curriculum, appropriately based on the nationally recommended areas of learning in both nursery and reception class. Provision is very well organised and there is close liaison between nursery and reception staff. Teachers plan work very thoroughly, taking account of the range of attainment of the children in their class, including those with special educational needs, and provide a very good variety of learning experiences suitable for the age of the children. Assessment opportunities are very well planned for. The collation of a very attractive nursery file, linked to examples of each child's acquisition of the desirable learning outcomes, is presented to parents as their children transfer to reception class. The reception teacher keeps very detailed records which include half term assessments, usefully annotated and dated, which provide detailed records of children's progress. All of these aspects have a very positive and beneficial impact upon standards and progress.

80 The accommodation for the nursery has serious problems. Both indoor and outdoor space is difficult to manage due to its awkward configuration. As a result, staff constantly need to break from an activity to check around corners when they are working. The building is often cold due to the inadequate heating system. The lighting is very poor creating an unacceptable learning environment. This problem has not been addressed since the previous inspection, although the school has made every effort to obtain extra funding from the local education authority to improve the situation.

81 The level of attainment and teaching noted in the last inspection report has been maintained and the early years provision remains a strength of the school.

ENGLISH

82 By the end of Year 2, pupils' standards in English match the levels expected for seven year olds in speaking and listening and writing. Standards in reading are above these expectations. In the national tests for seven year olds in 1999, the school's results were above the national average in reading and writing. The proportion of pupils reaching the higher level was above the national average in reading and below in writing. The results were well above the national average for similar schools in both reading and writing. Trends over time are generally above the national trend.

83 By the end of Year 6, pupils' standards match the levels expected for 11 year olds in speaking and listening. They are below these expectations in reading and writing. In the national tests for 11 year olds in 1999, the school's results were well below the national average. The proportion of pupils reaching the higher level was also well below the national average. The results were broadly in line with the average for similar schools. The trend over time is broadly in line with the national trend. Inspection findings confirm that standards are rising. However, the current Year 6 pupils have not all benefited from three years of the school's "reading intervention" programme. Thirty per cent of these pupils have joined the school during Key Stage 2.

84 By the end of Year 2, and Year 6, pupils' speaking and listening skills match the levels expected for their age. In Year 2, the majority of pupils listen very well. They are beginning to gain confidence exploring and communicating their ideas. For example, pupils were explaining well the knowledge they had gained from sharing reading about rockpools. In Year 6, pupils listen well. They take turns talking, and value their classmates' contributions. They are confident and most pupils are eager to answer questions. Pupils speak politely to adults and each other.

85 By the end of Year 2, pupils' reading skills are above the levels expected for their age. In Year 2, pupils are independent readers. They recognise author and illustrator. All are willing to talk about the main points, or characters, in their reading. Higher attaining pupils read fluently, although punctuation is not always read well. Pupils are beginning to use alphabetical knowledge in simple word books.

86 By the end of Year 6, pupils' reading skills are below the levels expected for their age. Progress in reading is more variable between classes. Pupils' library skills are not developed well enough to enable pupils to confidently locate and use information. Only those pupils who have been school librarians since Year 5 understand the library classification well. In Year 6, lower and average attaining pupils, who are still on the school's reading scheme, make steady progress. Lower attaining pupils read confidently, but do not self-correct errors. For example, when reading "this" for "there". When talking about the plot, pupils need to look at pictures to help their understanding. Higher attaining pupils are free choice readers. They use the synopsis at the back of fiction books to support their choice, but do not know the correct term. Few pupils understand the purpose of a glossary. Whilst pupils talk about the plot, and characters, only higher attaining pupils are beginning to develop the skill of using their understanding of the text to find the meaning of new words. Pupils are reluctant to make comparisons with other books, and suggest a limited choice of favourite authors, with Roahl Dahl being the favourite author named by most pupils.

87 By the end of Year 2, pupils' standards in writing match the level expected for their age. In Year 2, pupils make steady progress. They recount stories they have been told, write their own stories and write letters. However, sometimes there is a heavy reliance on the use of worksheets. Higher attaining pupils are beginning to write more complex sentences, using "and" to join sentences. They are beginning to sequence sentences well. For example, when recounting the story of Jemima Puddleduck. Grammar is not always correct, and spelling rules are not always used well. For example, "Mr Fox had stole her egg", and "Where we was all going". Although pupils regularly practice

handwriting some letters are poorly positioned and formed, particularly the letters “m” and “p”. Lower attaining pupils have made good progress from the start of the year, when they needed adult support for their writing. Capital letters are frequently used in words, such as “BlackPool”, and some letters are poorly positioned. Pupils are not attempting to join letters.

88 By the end of Year 6, pupils’ standards in writing are below the level expected for their age. Pupils make steady progress in writing for a range of purposes and audiences, including interviews and advertisements, but the quantity of their written work is often brief. For example, although most pupils understand the purpose of paragraphs, few write at sufficient length to use paragraphs in their work. Higher attaining pupils use a variety of vocabulary and punctuation to make their writing interesting. For example, “I’m drenched with sweat”. These pupils organised their ideas well, when writing a report about Lady Anne’s murder. Higher attaining pupils make good progress, when withdrawn for teaching as a group. For example, in one lesson, pupils showed their understanding of the techniques of persuasive language very well when constructing their own letters. They chose words carefully, and paid attention to punctuation and spelling. Average and lower attaining pupils usually use capital letters correctly, but full stops are not used consistently by lower attaining pupils. Some writing tasks are the same for all abilities, but the quantity of work is variable and some pupils do not complete tasks. Progress in developing a joined script is unsatisfactory through Key Stage 2, although pupils make very good progress in Year 6. For example, at the start of the school year most pupils were printing. Pupils’ hand writing is now fluent, joined and legible. The majority of pupils take pride in presenting their written work carefully. Displayed work written by pupils is often word processed.

89 Pupils with special educational needs make good progress when they are withdrawn in small groups, or supported in classes. For example, in Year 4, pupils spell commonly used words correctly, and some more difficult words, such as “island”. They print, and a few pupils still write capital letters in words, such as “BoB”. They read hesitantly, but are usually accurate, and self-correct their errors. In Year 6, pupils read accurately and use their knowledge of phonic skills to build up words. They show their understanding by answering questions in complete sentences. Reading diaries show good communication between pupils, parents and teacher. However, teachers do not always identify work which is matched well to the individual education plans of these pupils, in lessons where there is no additional support. As a result, when pupils with special educational needs work on the same tasks as classmates, they seldom complete their work. Pupils with English as an additional language make steady progress, and they are very well integrated with classmates. Pupils needing additional support are identified early. This ensures these pupils make progress alongside their classmates.

90 Teachers plan well to promote pupils’ literacy skills through other subjects. They identify opportunities in “Key Skills” lessons attached to their weekly literacy plans. For example, in a Year 6 lesson, pupils were using their speaking skills well to explain an electrical circuit diagram. This was linked well to their previous science lesson. In a similar lesson, linked to a mathematics lesson, pupils used their speaking skills confidently to explain how they found the answers to sums such as “five-eighths of twenty four” and percentages of whole numbers. However, pupils do not use their writing skills sufficiently well in other subjects, particularly in history and geography, where worksheets are often used.

91 Teaching and learning are good. Very good teaching was seen at both key stages. This is an improvement since the last inspection. Teachers have received appropriate training to implement the literacy Strategy framework, and this has been effective. Teachers plan their lessons to a common format, but the quality and level of detail in lesson planning varies. In the best lessons, teachers plan very carefully with clear expectations for their pupils. When some teachers share the objectives of the lesson with pupils, this has a positive impact on learning because pupils know what they have to do. Teachers use good questioning skills to reinforce pupils’ previous learning, and to make ongoing assessments of their progress in lessons. These good questioning skills also promote high expectations.

For example, in a Year 5 lesson, pupils were inspired to develop and extend their responses. Teachers use resources well. In a Year 1 lesson, pupils' learning was effective because they were engaged by the use of "Dougal" the puppet. They applauded spontaneously when Dougal gave what they knew to be the correct answer. Where teachers set appropriate challenges for pupils they make good progress. In Year 4, time limits were set for activities, and pupils knew clearly what was expected of them. This impacted well on pupils' learning because they were focused on the task and worked at a good pace. Occasionally, a specific assessment opportunity is identified in teachers' planning. For example, in a Year 1 lesson, assessment was undertaken well by the teacher and classroom assistant. They were noting pupils' responses and the work they produced. In less successful lessons, although teachers have secure subject knowledge and understanding, activities are not matched well to the differing abilities of pupils. This results in a lack of challenge for some higher attaining pupils. When there is no additional support for pupils with special educational needs in some lessons, teachers do not make reference to the targets set in the individual education plans for these pupils. This results in slow progress. Handwriting is not taught well. Pupils do not begin to make letter joins until they are in Year 5. Pupils use pens or pencils inconsistently when writing throughout Key Stage 2.

92 The majority of teachers conscientiously maintain reading records, using a common format. There are exemplary records in Year 4 and in the reception class. However, poor records in Year 3, impact on the learning of pupils, and their progress is slow. Many pupils regularly take reading books home, and the support of parents makes a positive contribution to pupils' progress. The school values the support of visitors from the local Church, local business, and a few parents, who regularly hear pupils read.

93 The subject co-ordinator is well informed and enthusiastic about English. Teachers have been well trained to implement the literacy Strategy. The school makes good use of formal assessments to analyse pupils' progress. For example, the results of annual reading tests have identified the improvement in reading made by pupils in Years 3, 4 and 5 who have benefited from the Reading Intervention programme. As a result, the school intends to continue this programme when funding ceases this year. The school has identified the need to raise standards in writing and an action plan has been produced. This plan needs to include strategies for improving standards in handwriting. The co-ordinator has no responsibility for monitoring and evaluating the school's effectiveness in raising standards, nor in monitoring the quality of teaching. As a result, she does not have an overview of English throughout the school. The literacy Strategy is well resourced. Reading scheme books are very well organised, clearly labelled, and accessible to teachers and to pupils. The school library is attractive, and books are well organised. However, some of these are outdated and others are in poor condition. The classification of non-fiction needs to be simplified to better support pupils' independent research skills. The school has made little progress, since the last inspection, in the provision of dual language books. The school is committed to raising standards, and there is a good capacity for further improvement.

MATHEMATICS

94 By the end of Key Stage 1, pupils' attainment in mathematics is at the level that is expected for their age. In the 1999 test for mathematics for seven year olds pupils' attainment was in line with the national average, but the proportion attaining the higher level was below the national average. When the school's performance in 1999 is compared with similar schools, the results in Key Stage 1 are well above average for these schools and broadly in line with similar schools at the higher level. By the end of Key Stage 2, pupils' attainment in mathematics is below the level that is expected for their age. In the 1999 mathematics tests for 11 year olds, pupils' attainment was below the national average. However, the percentage of pupils achieving level four or above was above the national average, but the overall grade was greatly affected by the percentage of pupils achieving a level five which was well below the national average. When compared to similar schools, the results in Key Stage 2 are well

above average. A contributory factor to this outcome is that thirty per cent of current Year 6 pupils joined the school during Key Stage 2 and did not benefit fully from the education provided by the school. Also the implementation of the school strategies for numeracy did not impact on pupils' attainment. Work seen in the other classes and particularly in the Year 5 class indicates that standards are rising. Standards of current Year 5 pupils are likely to meet those expected of 11 year olds next year. The trend of pupils' attainment over time is broadly in line with the improving national trend.

95 In Key Stage 1 pupils develop competence in the four rules of numbers. They learn to manipulate numbers quickly in the daily mental mathematics session, which has a positive impact on their attainment. By the age of seven, most pupils order numbers to 100 reliably and count up and down to 100 in tens and fives. They have an increasing understanding of place value and consolidate this knowledge by adding and subtracting the same numbers, for example, $28-10=18$ and $18+10=28$. Pupils practice their mental agility by recalling number facts relating to the 2, 3, 4, 5 and 10 times tables using them in multiplication and division.

96 Pupils in Key Stage 1 use and apply mathematics in practical tasks such as shopping. They work out change at the shops in a variety of ways related to their mental work. For example, when they spend 12p at the shop they calculate the change from 50p by subtracting $50-10-2=38$ p. Higher attaining pupils count in twos, fives and tens when handling coins. The majority of pupils realise that the coins in their change can be varied and this reinforces their number bonds when counting up to 20p and 50p. Pupils learn to estimate length and then measure accurately in centimetres. They handle data by making a tally chart of their birthdays and then produce block graphs to represent the information gathered. Pupils make good progress in developing their ability to solve mathematical problems and to be creative in the methods they use. Pupils with special educational needs make satisfactory progress and learn at an appropriate rate for their ability.

97 Pupils in Key Stage 2 make satisfactory progress and become increasingly proficient in all aspects of the number system. This includes work on all the number operations, odd and even numbers, place value, fractions, decimals and percentages. For instance, in Year 3, pupils recognise the importance of the last digit when working with odd and even numbers. They organise three and four digit numbers into the largest and smallest. Year 4 pupils relate this 'rapid fire' calculation to their work on measures, using the correct units for weight and length. They interpret data about 'Our reach', and transfer information from a bar chart to a Carroll diagram. They learn to organise and interpret the information and write their findings into sentences. Year 5 pupils continue to handle data using line graphs to show weight in kilograms, bar charts to represent favourite books and pictograms to show favourite football teams. They consolidate their knowledge of place value through adding bills using pounds and pence. They know the properties of shape and construct equilateral and isosceles triangles, using a protractor. Year 6 pupils continue to measure angles and move on to calculating perimeter and area. Their number work is consolidated by identifying facts in a real-life problem by looking at key words and numbers and then deciding which operation to employ. They suggest different ways of calculating the answer once they have decided on the process. They use their knowledge of the number system with increasing confidence, and learn that the four operations are fundamental to solving problems and rely on their mental recall of multiplication tables as they work. Pupils with special educational needs continue to make satisfactory progress.

98 The quality of teaching in mathematics is good in both key stages and is having a positive effect on pupils' motivation and current progress. There are very good relationships between pupils, teachers and adult support staff, which mean that pupils feel confident when offering suggestions and explanations in whole class sessions without fear of being wrong. Teachers have good knowledge and understanding of the subject and use these to ask appropriate questions during lessons. This leads to interesting lessons that motivate pupils to do their best. Pupils are generally enthusiastic and work productively. The teaching of basic skills is good throughout the school. Regular practice of the newly

implemented Numeracy Strategy leads to good quality learning by pupils because they know and respond to routines well. Work for pupils with special educational needs is set at their required level, however the degree of challenge for pupils who are capable of higher attainment is not always met. Teachers organise and plan their work well using the Numeracy Strategy framework as their guide. However, the procedures for monitoring and evaluating pupils' learning are underdeveloped. Marking of pupils' work is done regularly, but it does not reflect the school's updated marking policy. Homework is often set and this contributes to pupils' learning, but it is inconsistent through the key stages. The Key Stage 2 after school booster class for mathematics is well attended and makes a significant contribution to pupils' knowledge and understanding of the SATs tests. Regular and effective assessments of pupils' attainment are being developed through half term and annual tests, and these are yet to make an impact on teachers' planning and target setting for learning.

99 Pupils use their mathematical skills well in other subjects, such as English, science, geography and design and technology. Younger pupils use money linked to the story of Jack and the Beanstalk, and make a bar graph of how they travel to school. Pupils in Year 5 use squared paper to design their Victorian sampler and copy this pattern exactly by counting the number of cross-stitches in each line as they sew. In Year 6 they design a merry-go-round and make decisions on the size and length of the components they require.

100 The mathematics curriculum is broad, balanced and interesting and is delivered mainly through the use of commercial schemes. The main scheme is organised so that pupils of different abilities make progress at their own pace. All teachers have completed appropriate training for the implementation of the National Numeracy Strategy. Close co-operation between teachers and staff who support pupils with special educational needs is making a significant impact on their learning. The subject co-ordinator's monitoring of teachers' planning, their work in the classrooms and pupils' work to ensure that standards improve in both key stages is underdeveloped.

101 Since the last inspection, attainment at the end of Key Stage 1 is the same, whilst attainment at the end of Key Stage 2 has fallen. The quality of teaching has improved, and there are many opportunities for cross-curricular work in mathematics. The curriculum co-ordinator still does not have sufficient influence over the subject in both key stages. The school is ready to consolidate and improve mathematical standards.

SCIENCE

102 In 1999, teacher assessments for pupils aged seven showed the performance in science to be above national expectations in the percentage of pupils reaching the expected Level 2, but below national expectations in the percentage reaching above average levels. Teacher assessments were broadly in line with the average of similar schools. The results of the 1999 Standard Attainment Tests (SATs) for pupils aged 11 showed the performance in science to be well below the national average, for both boys and girls, but in line with the average in comparison with schools in a similar context.

103 These figures represent an improvement at Key Stage 1 and a slight drop in standards at Key Stage 2 from the judgements made at the previous inspection. However, in the intervening period there has been a significant rise in the proportion of pupils on the Special educational needs register, now at over 50 per cent of the number on roll.

104 The findings of this inspection indicate that present standards at the end of Key Stage 1 are broadly in line with national averages. This represents good progress from the attainments of the children measured on entry to the school. At the end of Key Stage 2, attainment levels are below national expectations, though a greater proportion of pupils than last year will be reaching above average levels in this particular class.

105 The progress of pupils with special educational needs is satisfactory. Good support is given by the classroom support assistants (CSAs), especially at Key Stage 1. The work is generally well matched to the pupils' abilities, especially when they receive this extra help. Higher attaining pupils do not consistently receive more challenging work to extend their abilities sufficiently.

106 By the end of Key Stage 1, pupils' experimental and investigative skills are satisfactory. In experiments with melting ice, they accurately predict which ice cube is most likely to melt first, based on where it is sited. They have a good awareness of healthy foods and are able to assess their own diet in terms of its risks or benefits to health. They are able to describe how some materials are changed by heating or cooling. They know that to test which of two balls will bounce the higher, they must release them from the same height to make it the test 'fair'.

107 By the end of Key Stage 2, pupils' attainment in science is below national expectations. They show a satisfactory understanding of food chains in discussions. They accurately describe how they would separate mixtures of salt and sand, correctly using terms such as 'filtration' and 'evaporation'. They draw bar charts to show the comparative weights of an object when measured in air and in water (though no interpretation of line graphs is seen in pupils' books). Higher attaining pupils name flower parts and accurately describe some of their functions. Average attaining pupils have a satisfactory grasp of the concept of reversible and irreversible changes in materials. Lower attaining pupils identify, in their books, ways in which different animals are well adapted to their environments.

108 Standards of higher attaining pupils in Years 3, 4 and 5 show that better progress is being made in these middle years. In Year 3, these pupils show a growing awareness of what plants need to survive. In Year 4, line graphs are drawn to show how water cools over time from boiling. By Year 5, they use scientific terminology with great confidence and accuracy. The findings indicate that the present Year 6 is not as strong a cohort group as those in the forth-coming years and is not, therefore, representative of the actual standards seen at Key Stage 2.

109 Pupils' response to science is invariably good and is sometimes better. Pupils listen well to instructions and are keen to work, especially on practical problems. For example, a lesson in flower dissection in Year 5 contained high levels of interaction in discussions, excitement in the dissection and location of the flower parts and expressions of wonder at the beauty and refinement of the daffodil's constituent elements. Equal interest is shown in the growth of bean and sunflower plants in reception, which is discussed with great excitement. The best responses are seen in those lessons where the work challenges pupils of all abilities.

110 The quality of teaching is good in the subject and some very good teaching was seen. It is at its best where teachers have good subject knowledge and have very high expectations of their pupils' discussion and work skills. Work is built, lesson on lesson, and pupils are given clear learning objectives, enabling them to have a clear grasp of exactly what they are learning. Standards of presentation vary between classes from unsatisfactory to good. Marking is best where it is used both to correct and to teach.

111 The science curriculum is broad and balanced. Health and drug issues are appropriately incorporated into the programmes of study. However, while the curriculum provides equality of access for all pupils, the work is too often insufficiently challenging for higher attaining pupils in some classes. Good continuity between classes is provided by the QCA scheme. The head teacher and deputy head teacher monitor pupils' work, though the coordinator will be taking on this responsibility next term. This will enable him to have a greater overview of the school's provision in the subject and of where improvements in the delivery of science need to be made.

ART

112 Very few art lessons were seen. Although evidence was available through examination of classroom displays and discussions with pupils and teachers, there was insufficient evidence to enable judgements to be made.

113 Key Stage 1 pupils are able to produce interesting and imaginative pictures on the computer, using a painting programme with some skill. Year 2 pupils produce accurate observational drawings of spring flowers for their Mother's Day cards. They discuss the details of flowers and this contributes to a high level of concentration. They work well with pencils and pens. Most pupils are able to colour mix and consult colour cards to achieve the desired effect. They apply paint directly onto paper and are able to produce good quality small-scale paintings of flowers. Pupils speak with enthusiasm about art but have limited knowledge about famous paintings. They explain how to mix colours, for instance, red mixed with yellow makes orange. They describe printing using leaves and polystyrene and recount with enthusiasm using paint and straws to create an unusual effect. Pupils have experience of drawing portraits of each other and famous people, such as the kings and queens of England. These portraits are enhanced with wool and fabric to give detail and form. Overall pupils develop a satisfactory range of skills by the end of the key stage.

114 Pupils continue to use a satisfactory range of media by the time they leave school. Year 6 pupils talk about their experiences of using clay to make Greek pots and charcoal to create light and shade. They describe what clay and charcoal were like to use and why it was suitable for the work they were doing. They discuss their art experiences with enthusiasm and particularly like working with a visiting artist. Year 5 pupils work in the style of William Morris to support their study on Victorians. Key Stage 2 pupils have little knowledge of other famous artists. Overall pupils continue to develop a satisfactory range of skills by the end of the key stage.

115 Range and use of media are effectively linked to skills development as pupils progress through the school. Art coverage and progression are linked to topic work and provides useful guidance for teachers. Resources are good, although posters and books to support knowledge and understanding of famous artists are not organised efficiently. Pupils do not use sketch-books, and as a result the school does not have a useful record of pupils' work and progression as they move through the school, as well as a means of ongoing assessment.

DESIGN AND TECHNOLOGY

116 At the end of both key stages, standards achieved are similar to those seen in most schools. All pupils, including those with special educational needs, make satisfactory progress in acquiring designing and making skills.

117 Pupils in Key Stage 1 are beginning to develop designing skills, for example, when planning to make a spider which can be raised and lowered via a spindle within a plastic bottle. In discussions with Year 2 pupils, they described their ideas, the problems encountered and what they enjoyed about making the spider climbers. They showed a good awareness of the planning needed, the suitability of certain materials and the range of possible fastenings to make and suspend the spider. Food technology is well developed in Year 3 with an emphasis on hygiene. Work in the 'Jam Sandwich Factory' stresses the need for good quality control and has the additional benefit of raising money for charity! Thinking of others is a feature of the design and technology in Year 4 as pupils plan and make pop-up books for younger children. They are beginning to show an understanding of the mechanisms required to produce three-dimensional books. History is the stimulus for good embroidery work in Year 5. Pupils produce Victorian style samplers, converting their own designs into cross-stitch patterns. Their design and technology folders contain good examples of work in baking and producing three-dimensional models,

as well as a range of impressive tasks undertaken at the Leeds Building College. By Year 6, good work is seen in designing fairground merry-go-rounds. Pupils produce plans, list the materials needed for its construction and include circuit diagrams to indicate exactly how the machine is to be powered and operated. Overall, designing and making skills are at least satisfactory and are sometimes better, but adapting and refining skills are less well developed.

118 Progress in design and technology is good and is improving. The new QCA recommendations are being well adapted and implemented to the needs of the school. All elements of the programmes of study are in place, though structures in wood and linking design and technology with information technology are not as well developed as other areas. Good cross-curricular links are made with other subjects, however, and these give added relevance to the pupils' work.

119 Pupils' response to the design and technology work is consistently good. They enjoy opportunities for practical work and enjoy the challenges at both key stages. They take the work seriously, engage in good group, as well as individual activities and show high levels of concentration and application in their work. Increasingly they are analysing their creations to assess how they could be improved.

120 Teaching standards are good. Thorough planning leads to the establishment of clear learning objectives. Support staff are creatively used to assist the group activities. Good use is made of resources to allow open-ended challenges to be set. However, in a small number of lessons seen, there was over-direction by the teachers, and opportunities for the pupils to develop their own ideas were missed.

121 Leadership in the subject is good. Only recently in post, the co-ordinator is already having an impact across the school in the subject. Her qualifications and background experiences are well used by the staff, though opportunities for her to monitor teaching and learning through the school are presently limited. Already, standards are rising and this trend will continue on the evidence of this inspection.

GEOGRAPHY AND HISTORY

122 During the inspection week there was very little teaching of history seen. Judgements on progress are made from observations of work displayed, pupils' previous work, teachers' planning and discussions with teachers and pupils.

123 At Key Stage 1 pupils make steady progress in using appropriate vocabulary, such as long ago, to describe some of the differences between a kitchen in the past, and in their own homes. By the age of seven they are aware that some toys used long ago are no longer used, and that some of the toys they play with now have only recently been invented. They are developing an awareness of the passage of time. For example, pupils have made time lines of their own lives, and have sequenced a story about growing up. In geography, pupils make steady progress in awareness of their local environment. By the age of seven they recognise the names of the different types of houses they live in. They make simple maps showing their route to school, and draw pictures of houses, trees, shops and roundabouts which they pass on their way. For homework, pupils have learnt their addresses, and they know where they live. Pupils know some of the differences in the four seasons of the year. Pupils use their classroom display of a relief map of the Isle of Struay, to classify some simple differences in housing, landscape and transport between Struay and their own city of Leeds. Through their ongoing topic "Where in the world is Barney Bear", pupils are making steady progress in learning about some countries around the world, such as Lapland and America.

124 By the age of 11, pupils have learnt some important facts about the Roman and Viking

invasions. Pupils know about the lifestyle of King Henry VIII, and have spent a day role playing Victorian school children. From their study of Britain since 1930 they have developed some understanding of what it might have felt like to be an evacuee in the Second World War. Pupils make steady progress in understanding their local environment. In Year 4, on a walk around the school grounds, pupils gathered information about litter. They have made graphs of the different types of rubbish they found, and are using the information they have gathered to prepare a presentation to their classmates. Other pupils have also used the school environment to look at incoming water sources. They are investigating usage of water by recording the amount of water they use in a day. In Year 6, pupils use information from secondary sources including maps, atlases, globes and information technology to find information about mountain environments. They use an index in atlases and some pupils use a colour key to find the height of mountains. However, scrutiny of pupils' previous work indicates a reliance on the use of worksheets, and planning does not clearly identify progression in the development of historical and geographical skills. Pupils in Years 5 and 6, who go on a residential visit undertake orienteering, but there are no planned opportunities for fieldwork in the geography curriculum at present.

125 Teaching was good in the lessons seen. Teachers identify what they want pupils to learn and they plan activities which capture pupils' enthusiasm. For example, pupils in Year 4 were deeply involved in working together to make a presentation to classmates, and in Year 5 pupils were amazed at the quantity of water they consumed in a day. Only occasionally do teachers talk too long, with insufficient opportunity for pupils to be involved in activities. Teachers' lesson plans are sometimes brief, with little indication of activities being matched well to pupils' needs. The same worksheets are often given to all pupils, and these are frequently coloured in. This provides little challenge for some higher attaining pupils, and work is not always matched well to the needs of pupils with special educational needs.

126 Long term planning indicates that the school is using the QCA's schemes of work. However, history and geography are not managed well. The policy and co-ordinator's action plan offer little support or guidance to teachers, and makes no reference to the recent national guidance. There is no guidance on procedures for assessing pupils' standards and progress. The school takes loans from the school's library service and the Museum's service to support topics. However, resources are barely adequate to meet the teaching requirements of the new guidance. There is no inventory, and resources are dispersed to teachers' classrooms. No audit of resources appears to have been undertaken by the co-ordinator. There is an urgent need to improve the standard of co-ordination of history and geography to enable the school to demonstrate a commitment to raising standards.

INFORMATION TECHNOLOGY

127 In Key Stage 1, pupils make steady progress. At the end of Key Stage 1, attainment is satisfactory. In Key Stage 2, the progress of pupils is unsatisfactory. It is inconsistent, and very much dependent on which class they are in. As a result, by the age of 11 pupils' attainment is below the levels expected for their age.

128 The nursery teacher ensures that all pupils have good opportunities to use a computer to support their learning. Pupils use the keyboard and mouse to control what happens on the computer screen. They control a cursor effectively to move sideways and upwards, for example when they move along ladders to match numbers. In the reception class pupils use the computer to write their own names and use the "paint brush" effectively to make their own pictures. By the end of Year 2, they use word-processors to write simple stories, and correct their mistakes, for example, when they write poems for Mothers' Day. They use word banks effectively to extend their vocabulary. Pupils use art packages to draw simple pictures.

129 At Key Stage 2 pupils' access to computers and progress varies from class to class. Year 4 pupils have good access to a broad range of well-structured activities in information technology. They attain well, for example, when they use computers to organise, represent and interpret data in bar charts. The majority of pupils organise and amend their information to good effect, for example when they work in mathematics to measure the heights of classmates.

130 In Years 5 and 6 there is little evidence that these skills are further developed. By the end of Key Stage 2 pupils' work gives little indication of attainment of the higher levels of performance across an appropriately wide range of activities. In addition, few examples are seen of the use of information technology to give good support to other curriculum areas.

131 In the few lessons seen the quality of teaching was good. Some teachers make good use of the computer suite, plan their lessons well and have good subject knowledge. They clearly identify what they expect pupils to have learnt. Other teachers lack the expertise and confidence to teach information technology. Pupils have very good attitudes to information technology. They are very enthusiastic and clearly enjoy coming to lessons in the computer suite. They enjoy working with computers and work well in pairs, supporting each others learning. Pupils listen well and pay good attention when teachers introduce and demonstrate new skills. They are keen to answer questions and contribute well to discussions. Pupils treat equipment sensibly and safely.

132 The deputy head teacher, as co-ordinator, has developed a good school policy and scheme of work that is based on the national scheme of work. She is seeking to provide a whole school approach to information technology. This will be supported by much needed in-service training to extend teachers' knowledge of, and proficiency in the subject. The recently completed computer suite provides a good level of resource to support this programme. The co-ordinator has no opportunities to monitor and evaluate teaching and learning in information technology.

MUSIC

133 By the end of both key stages, attainment in music is good. Pupils, including those with special educational needs, make good progress. This represents an improvement on the findings of the previous inspection.

134 By the end of Key Stage 1, pupils are able to create a 'score' to represent the movements of an action song, 'The Green Frog', learnt in the morning assembly. They sing in tune together well and 'read' their individual scores to produce the correct actions at the appropriate times. By the end of Key

Stage 2, very good choral singing is heard, both in one and two part harmonies and rounds. Pupils sing well to written noted symbols (F-F-G-C) to provide an ostinato backing to a familiar melody. They accompany this with simple chord sequences played on pitched-percussion instruments. The Key Stage 2 Choir sings with good control of pitch, tone and diction to produce very attractive ensemble sounds.

135 The steel pan groups play to very high levels and are recognised throughout the city for the quality of their performances. The players have a fluent assurance and dexterity and are able to perform complex counter-rhythms and melodies in long sequences. The overall sounds are joyous and exciting.

136 Progression through the school is very good, with the deputy head teacher providing specialist teaching in most classes. It is most noticeable in the quality of singing that is heard, though performing and composing are introduced early and are developed to a satisfactory standard. A feature of many lessons is the good quality of the pupils' appreciation of rhythm. Clapping games and instrumental accompaniments on non-pitched percussion instruments show how well this skill is extended as the pupils progress through the school.

137 Due to the good quality of the learning opportunities presented, the pupils show very high levels of response to the subject. Singing is greatly enjoyed. Competition to play the steel pans is intense. Performing in shows is also anticipated with much enthusiasm.

138 The quality of the teaching is very good, both from the school staff and the steel pans tutor. Expectations are high, for example in pupils' posture, breathing and phrasing during singing lessons. Pupils respond well to these expectations. Resources are generally good, though extra pitched-percussion instruments and information technology programs would allow more opportunities for pupils to compose. Music gives an added dimension to the school. It provides a spiritual dimension in many of the assemblies. It brings justifiable credit to the school in the local and wider community. It allows many pupils special opportunities to express themselves with freedom and confidence, regardless of their abilities in other subjects. The school deserves to be recognised for the way in which it has developed the subject to celebrate its rich cultural traditions.

PHYSICAL EDUCATION

139 By the end of both key stages, attainment in physical education is satisfactory. In Key Stage 1, pupils make steady progress. In the reception class they develop games skills such as throwing and catching large and small balls. They bounce, throw and catch with increasing accuracy and control. In Year 1 pupils learn the importance of warm-up sessions and they understand the effects of exercise on their bodies when they respond well to the sound of the tambourine.

140 In Key Stage 2, pupils continue to make steady progress. In Year 3 pupils develop body awareness and control by creating symmetrical shapes while they hold a balance. They jump well, roll effectively and can balance on a wide variety of body parts. Pupils in Year 4 acquire new dance skills when they show good responses to a poem used as stimuli. They show effective evaluation of their own dance and the work of others. Pupils in Years 4 and 5 are taught to swim at the local swimming baths. By the end of Year 5 most pupils can swim at least 25 metres. By the end of Year 6, most pupils have developed the necessary skills to play many games, for example, football, netball and cricket. In Year 6 pupils have the opportunity to visit an outdoor pursuits centre. This enhances pupils understanding of outdoor, adventurous activities.

141 The quality of teaching is good. Physical education activities are well organised and supervised. Teachers provide activities that encourage pupils to use and build on their previously learned skills. Lessons have good warm-ups, challenging tasks and an effective balance of instruction,

demonstration and performance. Constant on-going assessment and skilful questioning help pupils to evaluate their own performance. As a result pupils have positive attitudes to physical education. They respond with enthusiasm and pleasure in these lessons. Pupils behave very well, listen carefully to instructions and usually give of their best when undertaking tasks.

142 The physical education is broad and balanced. A sound scheme of work ensures lessons build on previous skills. The co-ordinator monitors teacher planning but has no structured opportunities to monitor teaching and learning in the subject. There is a range of extra-curricular activities including football, netball and dance club. The school has matches with other schools in these sports. This contributes positively to pupils' social and moral development. Resources in physical education are adequate. The school hall is too small for some physical activities and the school has no grassed play area.