

INSPECTION REPORT

Windmill Primary School

Leeds

LEA area: Leeds

Unique Reference Number: 107947

Inspection Number: 193931

Headteacher: Mr I R Williamson

Reporting inspector: Mrs C E Waine

23081

Dates of inspection: 6th – 10th December 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Windmill Road Leeds LS10 3HQ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs D Hickinson
Date of previous inspection:	20 th – 23 rd May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs C E Waine, RgI	Religious education Music	Attainment and progress Teaching Leadership and management Staffing, accommodation and learning resources
Mrs M Hackney, Lay Inspector		Attendance Pupils' spiritual, moral, social and cultural development Support, guidance and pupils' welfare Partnership with parents and the community Curriculum and assessment
Mrs M D'Arcy	English Information technology Art Equal opportunities	
Mrs D Franklin	Science Design and technology Provision for children under five Provision for special educational needs	Attitudes, behaviour and personal development
Mr M James	Mathematics Geography History Physical education	Efficiency of the school

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MAIN FINDINGS

What the school does well

- The school is well managed and the quality of relationships and teamwork is a major strength of the school.
- The provision for the children under five is very good and they make good progress.
- The quality of teaching in English, design and technology, history and music and in many individual lessons is good.
- The provision for pupils with special educational needs is very good and pupils make good progress.
- Provision for the pupils' moral development is very good.
- The support and guidance provided for pupils is very good.
- All staff work very hard to promote good behaviour and their consistent approach is successful.
- Staff work hard to promote good relationships with parents and parents are happy with the school.
- The school makes very good use of its resources, including excellent use of all classroom support staff.

Where the school has weaknesses

- I. Standards in English, mathematics and science are below the national average when pupils leave the school, although there is an improving trend.
- II. The new policy and scheme of work for information technology are not yet fully implemented and pupils' attainment is below the level expected at age eleven.
- III. The curriculum is narrow, in that it allows little time for the more practical subjects of art, design and technology, physical education and music. This results in some skills not being developed progressively and particularly affects progress in art. A minority of pupils find it difficult to concentrate for the extended periods spent on more academic subjects and this results in some unsatisfactory attitudes to learning, particularly in upper Key Stage 2.
- IV. Attendance and punctuality are unsatisfactory and affect standards of attainment.

The school's many strengths outweigh the weaknesses, but these will form the basis of the governors' action plan.

How the school has improved since the last inspection

The school has made very good improvement since the last inspection and has fully addressed the issues highlighted at that time.

- V. New policies and good schemes of work are having a positive impact on all subjects other than information technology, in which the scheme is not yet being fully implemented. However, there is an imbalance in the time allowed for subjects.
- VI. Planning has improved and now provides a good framework for teaching, with clear learning targets.
- VII. The role of subject managers has been extensively developed and they have considerable influence on the teaching of their subjects.
- VIII. There are good assessment procedures that are used very well when planning. The

information gained is used to set learning targets for groups and individuals.

IX. The school improvement plan is a very good document and progress, towards its targets, is regularly checked.

X. The building has been extensively renovated and the health and safety issues noted in the last inspection report have been dealt with.

In addition to dealing with these issues the school has also made very good progress in many other areas.

XI. The quality of teaching has improved through staff training and rigorous staff selection procedures.

XII. A very good, positive behaviour management policy is consistently applied by all staff and has led to a much improved standard of behaviour.

XIII. There are many new policies and procedures to support pupils and their parents very well in both educational and personal terms.

XIV. The school has already put into place appropriate policies and procedures to raise attainment in English, mathematics and science:

Good policies and schemes of work	Good planning system
Effective Literacy and Numeracy Hours	Effective staff training

Good assessment procedures and analysis of assessment information, which is well used to set targets.

Monitoring and evaluation of classroom practice, which is used well to support improvements in teaching and the curriculum.

The school is in a very good position to make further improvement.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>Well above average</i>	<i>A</i>
			<i>Above average</i>	<i>B</i>
English	E	B	<i>Average</i>	<i>C</i>
Mathematics	E*	E	<i>Below average</i>	<i>D</i>
Science	D	B	<i>Well below average</i>	<i>E</i>

At age eleven, the average points attained in the national tests in English were well below the national average. In mathematics they were very low and in science they were below average. In comparison with similar schools attainment in English and science was above average but mathematics was still well below average. Attainment for this year group largely reflects the levels this group gained at the end of

Key Stage 1 and the very high level of pupils with special educational needs, almost 50 per cent. Inspection evidence shows that pupils now in Year 6 are working at below average levels, overall, in these subjects, reflecting an improvement in English and a substantial improvement in mathematics.

On entry to the nursery, attainment is very low, particularly in spoken English, with many children unable to communicate clearly. On entry to Key Stage 1, the pupils' attainment in personal and social education and physical development is average. In mathematics, knowledge and understanding of the world and creative development it is below average and in language and literacy it is well below average. At the end of Key Stage 1, the average points attained in the 1999 national tests were well below the national average in reading and writing and very low in mathematics. Teacher assessments in science were also well below the national average. In comparison with similar schools, attainment in reading was average, in writing was above average, in science was below average and in mathematics was well below average. Inspection evidence shows that, in English, pupils are now working at levels appropriate for their age and in mathematics and science are working at below average levels, which again reflects a big improvement in mathematics.

At the end of both key stages, attainment in information technology is below average and, in religious education, it is close to the level expected in the Local Agreed Syllabus. The standard of work seen in other subjects was satisfactory and in history was good.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Very good	Good	Good
Mathematics	Good	Satisfactory	Satisfactory
Science	Not applicable	Good	Satisfactory
Information technology	Not applicable	Unsatisfactory	Unsatisfactory
Religious education	Not applicable	Satisfactory	Satisfactory
Other subjects	Very good	Good	Good

During the inspection, 92 lessons were observed and in 98 per cent teaching was at least satisfactory. In 43 per cent of lessons teaching was good. In a further 21 per cent it was very good and in one per cent it was excellent. In two per cent of lessons, teaching was unsatisfactory. Teaching for the children under five is very good. Teaching in both key stages is particularly good in English and history and in the specialist teaching in music. Teaching in information technology is unsatisfactory, because the full range of the subject is not taught.

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

Other aspects of the school

Aspect	Comment
Behaviour	Good, overall. Most pupils have good attitudes to their work but some pupils find it hard to concentrate throughout the long sessions spent on more formal work and develop unsatisfactory attitudes, particularly in upper Key Stage 2. This affects their progress, although the school's very good and consistently applied behaviour management procedures ensure that good order is maintained.
Attendance	Well below average attendance and poor punctuality. The school makes strenuous efforts to improve attendance and punctuality through many initiatives. There is good support from the local authority welfare officer but unfortunately their combined attempts are often ineffective.
Ethos*	There is a very good ethos in the school. Relationships are very good and the staff share a strong commitment to working as a team to raise standards.
Leadership and management	The school is well led. The headteacher displays many excellent management skills and is supported by an able deputy and strong team of teaching and non-teaching staff. The governing body is well informed and monitors the work of the school appropriately.
Curriculum	The provision for the children under five is very good and they make good progress. In both key stages, the very heavy emphasis on English and mathematics results in very limited time allowed for the more practical subjects. This makes it difficult for some pupils to maintain concentration.
Pupils with special educational needs	The provision for pupils with special educational needs is very good and they make good progress towards their personal targets.
Spiritual, moral, social & cultural development	Provision for moral development is very good and pupils know what is acceptable and unacceptable behaviour. Provision for spiritual development is satisfactory and for social and cultural development is good.
Staffing, resources and accommodation	There are good levels of well-trained staff who work well as a team. The internal accommodation is good and attractive displays enhance the school. The grounds are in urgent need of attention as there are a number of health and safety risks to pupils, such as large potholes in the playgrounds.
Value for money	In view of the high cost per pupil, the good standard of behaviour, the standards attained when pupils enter and leave the school, the good quality of teaching the school gives sound value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school

- XV. Parents are pleased with the standards of work and the progress pupils make.
- XVI. The school is approachable and encourages parents to play an active part in school life.
- XVII. Parents are satisfied with the homework their children receive.
- XVIII. The school has the pupils' interests at heart and children are happy.

What some parents are not happy about

that the children

Inspection evidence supports parents' positive views and, in respect of the negative point made, finds that the quality of reports to parents is good. There are parents' meetings and parents are welcome to speak to staff at any time about their children's progress. Inspectors do not support this negative view.

KEY ISSUES FOR ACTION

In order to raise standards the headteacher, staff and governors should, in addition to the policies and procedures already put into place to raise attainment in English, mathematics and science:

XX. fully implement the new policy and scheme of work for information technology and provide the planned staff training;

(Paragraphs 12, 65, 89, 107-113)

XXI. adjust the balance of the curriculum:

- to provide a better balance of formal and practical activities with which to motivate all pupils and thereby improve the attitudes of some; and
- to allow sufficient time for pupils to progressively develop skills in all subjects;

(Paragraphs 14, 26, 27, 32, 56, 85, 90, 96, 122-125)

● maintain and further develop the many initiatives to improve attendance and punctuality.

(Paragraphs 14, 20, 46, 99)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in paragraphs 30, 35, 48, 59, 90, 126:

- a small number of pupils miss their art lessons because of withdrawal for extra literacy work;
- there are some inconsistencies in the quality of marking; and
- there are several health and safety issues in the school grounds and in the lighting levels in the halls.

INTRODUCTION

Characteristics of the school

1. Windmill Primary school is a large school in South Leeds, situated in a community which suffers high levels of economic and social deprivation. Housing is mainly council owned and there is some private rented accommodation. The council housing and the school have recently undergone major building renovations. Levels of unemployment are high and social problems in the area create stressful situations for many families. The population is very mobile and the school is affected by many coming and goings. The numbers on roll at the school have fallen for the past few years and this is predicted to continue into the foreseeable future. Fifty-six per cent of pupils receive free school meals, which is very high.
2. There are 376 pupils in the main school and of these 36.4 per cent are on the school's register of special educational need, which is well above average. Of these, 3 per cent have a statement of their needs, which is also well above average. Many other pupils have social and emotional needs which require much support from the school. Two pupils have English as an additional language, which is well below average. Forty-five children attend the nursery on a part-time basis and six more are due to join them in January. Children enter the school at the start of the term after their third birthday. Of those currently in the nursery, 16 per cent are on the school's register of special needs. On entry to the school, a few have had playgroup experience, but many come directly from home. The level of attainment on entry is very low and spoken language is extremely poor. Children transfer to the reception classes at the start of the year in which they are five.
3. The school's stated aims are to work with parents and pupils to ensure quality learning experiences for all children, within a school environment which is safe, secure and happy.
4. Current priorities are the raising of standards through consolidation of Literacy Hour, the introduction of Numeracy Hour and the implementation of a new policy for information technology.

5. **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	28	21	49

5. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	17	18	18
	Girls	16	18	16
	Total	33	36	34
Percentage at NC Level 2 or above	School	67 (62)	74 (66)	70 (67)
	National	82 (80)	83 (81)	87 (84)

5. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	19	20	20
	Girls	15	15	15
	Total	34	35	35
Percentage at NC Level 2 or above	School	68 (66)	70 (67)	70 (67)
	National	82 (81)	86 (85)	87 (86)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	30	30	60

5. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	15	9	23
	Girls	15	13	19
	Total	30	22	42
Percentage at NC Level 4 or above	School	50 (66)	37 (46)	70 (76)
	National	70 (65)	69 (59)	78 (69)

5. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	17	19	18
	Girls	16	16	14
	Total	33	35	32
Percentage at NC Level 4 or above	School	55 (61)	58 (68)	53 (51)
	National	68 (65)	69 (65)	75 (72)

.....

¹ Percentages in parentheses refer to the year before the latest reporting year

² Percentages in parentheses refer to the year before the latest reporting year

5.

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	7.8
	Absence	National comparative data	5.7
	Unauthorised	School	1.6
	Absence	National comparative data	0.5

5.

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	2
	Permanent	0

5. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	21
	Satisfactory or better	98
	Less than satisfactory	2

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

5. Attainment on entry to the nursery and reception classes is very low. Children have very poor levels of spoken English and many find it hard to make their needs known to staff. They make good progress in the nursery and reception classes, but at age five many are still below the nationally agreed levels in mathematics, knowledge and understanding of the world and creative development. Language and literacy skills are well below the level expected at that age, especially in speech and communication. Personal and social and physical development match the levels expected for five-year-olds.

6. At the end of Key Stage 1, in the national tests and teacher assessments of 1999, the proportion of pupils attaining the level expected was well below the national average in reading, writing and mathematics. The proportion of pupils exceeding the level expected was well below the national average in reading and writing and very low in mathematics. In comparison with similar schools, attainment was average in reading, above average in writing and below average in mathematics. Higher attainment was below average in reading, average in writing and well below average in mathematics. In teacher assessments in science, attainment was below the national average at the expected level and very low at the higher level. In comparison with similar schools, attainment was below average at both expected and higher levels. Since the last inspection there has been an improvement in the average points attained by pupils. Inspection evidence shows that this improvement is being maintained and attainment in reading and writing is now at expected levels. The proportions of pupils working at the levels expected for their age is still below average in mathematics and science.

7. In the national tests, in 1999, at the end of Key Stage 2, the proportion of pupils attaining at the level expected at age eleven was well below the national average in English, very low in mathematics and below average in science. The proportion of pupils who attained a higher level was below average in English and well below average in mathematics and science. In comparison with similar schools, the proportion attaining at the levels expected was average in English, well below average in mathematics and above average in science. At higher levels the proportion was well above average in English, well below average in mathematics and average in science. The average points attained by pupils were well below the national average in English, very low in mathematics and below average in science. In comparison with similar schools the average points were above average in English and science but well below average in mathematics. Since the last inspection, in 1996, there was been a considerable rise in standards. In 1998 there was a large rise and the school was included on the list of the most improved schools in the country. The rise was partly due to a yearly variation in intake and the fall in 1999 also reflected a yearly variation. In this year group there was a very high proportion of pupils with special educational needs (40 per cent) and 25 per cent of pupils had joined the school only in Key Stage 2, five only half way through Year 6. Many of these late arrivals posed considerable behavioural difficulties. The test results were also affected by absenteeism. Inspection evidence shows that, although attainment is still below average in all three subjects, it is once again improving.

8. There are several factors contributing to this improvement in both key stages. For example, the quality of teaching has improved, through training and rigorous staff selection procedures. Good Literacy Hours are firmly established and promoting good progress and the recent introduction of Numeracy Hours is already beginning to have an impact on standards in mathematics. Good

levels of well-qualified support staffing also contribute well to progress through support and assessment of pupils. The school makes a very thorough analysis of its assessment information and uses this well to target improvement for the school, for year groups and for individuals. For example the information is used to group pupils on the basis of prior attainment in literacy and numeracy in upper Key Stage 2. However, other than in English in Key Stage 1, these very good improvements are not yet being fully reflected in attainment at the end of each key stage.

9.

9. Pupils' listening and speaking skills are below average in both key stages. Pupils in Key Stage 1 make good progress and listen well, but, at the end of Key Stage 2, the skills are not as well developed because a few pupils are not as attentive. Most are confident in speaking aloud and answering questions, but the range of spoken vocabulary is below average and they sometimes find it difficult to explain themselves clearly and take part in formal debate. This limits some of their work in other subjects, when discussing, explaining their reasoning and when solving problems. At age seven, most pupils read at the level expected for their age and higher attainers read with fluency and developing expression. At age eleven reading is below average. Pupils read both fiction and non-fiction books accurately and higher attainers read with expression and discuss characters and plots. However few appreciate deeper meaning in texts. Pupils make good progress in writing in Key Stage 1 and, at age seven, many are achieving average levels. They write stories and accounts independently and begin to apply punctuation appropriately. In Key Stage 2, pupils make good progress in writing for an increasingly wide range of purposes, both in literacy sessions and in other subjects. However, standards of grammar, punctuation and spelling are below average at age eleven and progress for those pupils in Year 6 has only been satisfactory, overall. The Literacy Hour is being well taught in this key stage and is now promoting good progress in lessons.

10. At the end of Key Stage 1, most pupils make satisfactory progress and count accurately to 100. They have an appropriate understanding of addition and subtraction and many learn their 2, 5 and 10x tables, although a significant minority are unsure of their facts. Attainment in shape, space and measure is satisfactory. By the end of Key Stage 2, the majority of pupils add, subtract, multiply and divide, but some lack confidence in recalling their tables facts. They make satisfactory progress in their knowledge of shape and measure and many recognise a variety of angles and measure them accurately with a protractor. They collect data and present it in a range of graphs, sometimes using information technology. Pupils' limited vocabulary impedes their ability to solve problems. In science, at Key Stage 1 pupils observe, discuss and carry out simple experiments satisfactorily and know what a fair test is. They know about the properties of materials, but do not identify why this makes them useful for a particular purpose. They study living things and extend their knowledge of scientific vocabulary. At the end of Key Stage 2, most pupils have made sound progress and gained a satisfactory understanding of scientific processes and fair testing. They extend their knowledge across the range of scientific study satisfactorily and talk about their experiments. However because of their limited vocabulary and below average literacy skills, they find it difficult to discuss in depth or record work accurately and this limits their progress.

11. Pupils make unsatisfactory progress in information technology throughout both key stages and attainment is below average at ages seven and eleven. This is because the school has only just secured adequate resources and the new scheme of work is not yet fully implemented. Pupils in both key stages use word-processors to enter stories and reports. At age seven, they print out their work and at age eleven save and retrieve it. Some carry out simple editing procedures. They do not enter data and produce graphs or monitor or control external events. In both key stages, pupils use simple literacy and numeracy games to support their work in these areas and pupils in Key Stage 2 make satisfactory use of CD-ROM to locate information in some subjects. In religious education, pupils make satisfactory progress in both Key Stages and attain at the levels expected by the Leeds Agreed Syllabus. They gain a sound understanding of what it means to be

a Christian and how this relates to their own lives. They also make satisfactory studies of the customs and beliefs of other religions, such as Hinduism, Judaism and Sikhism.

12. In history, pupils make good progress in both key stages and have good knowledge about certain eras and a good sense of timescale. In all other subjects, except art, pupils make satisfactory progress. In art, pupils produce individual pieces of work of a good standard, but, because of the very limited time allocated, make unsatisfactory progress in the development of skills. In music, pupils develop sound skills in performing, composing, listening and appraising and sing very well. Within the physical education curriculum pupils develop satisfactory skills in gymnastics, dance and games and most swim 25 metres at the end of Key Stage 2.
13. Progress is good, overall, as pupils move through the school, because of the good progress made by the children under five. Progress in the two key stages is satisfactory, overall, for both boys and girls. The quality of teaching is good, but does not necessarily promote good progress because of the time allowed in the curriculum and because of some pupils' attitudes, particularly in upper Key Stage 2. The unsatisfactory attendance and punctuality of some pupils also impedes their progress. New initiatives have not yet had a significant impact on the attainment of pupils at the top end of the school, but are doing so in younger year groups. The provision for the pupils with special educational needs, supported by a high level of staff expertise, promotes good progress towards their personal targets. Progress for those pupils who are higher attainers or have English as an additional language is satisfactory and is well supported by teachers' planning and teaching in groups of pupils with similar levels of prior attainment.
14. **Attitudes, behaviour and personal development**
14. Children who are under five quickly settle into school routines. They behave very well in and around the school. They learn quickly to take turns and to share equipment. Relationships with each other and with adults are very good. They enjoy their work and are keen to learn.
15. Pupils' attitudes to learning are generally satisfactory. They are mainly good in Key Stage 1. However, a significant minority of pupils towards the end of Key Stage 2 show less enthusiasm for work. These pupils become disinclined to pay attention and are apathetic in answering questions and in their approach to written tasks. These attitudes and responses are apparent even in lessons that have interesting content and which are taught in a stimulating way and result in pupils not making as much progress as they should. Most pupils concentrate well and persevere in their tasks. They co-operate appropriately. For example, in a design and technology lesson, when learning how to become designers, groups of pupils posed questions about a range of objects, with one pupil taking responsibility for the writing. They also work well independently and most respond well to questions.
16. Despite the presence of a number of challenging pupils, behaviour throughout the school is good, overall. To encourage good behaviour the school has successfully introduced a "buddy" system involving older pupils, who take their responsibilities for younger ones very seriously. Pupils know the consequences of inappropriate behaviour during lessons. Since the previous inspection, there has been an improvement in behaviour in the classrooms and around the school. Both teachers and support staff deal with inappropriate behaviour calmly and effectively, so that any incident does not disrupt lessons. This is having a positive effect on raising standards. Pupils move around the school in a sensible and orderly manner and at all times are extremely polite and helpful. No incidents of bullying were observed during the inspection. In the school year prior to the inspection there were two fixed term exclusions and the rate of exclusions is falling. Parents are happy with the way their children behave in school.

17. Relationships between pupils are good and they work well together. Pupils relate very well to adults and are happy to ask staff for help and advice. Pupils respect the property of others and that of the school.
18. Personal development is satisfactory. Pupils show a sound sense of responsibility. Many are involved in the daily routines of the classroom such as taking registers to the office and giving out books. Older pupils take on responsibilities such as taking out play equipment at lunchtime, being “buddies” and other general duties at lunchtime. Pupils throughout the school are involved in fundraising activities, such as the National Society for the Prevention of Cruelty to Children. Teachers help them discuss and reflect on their feelings and experiences during personal, social and health education lessons.
19. **Attendance**
19. Attendance is below the national average and is unsatisfactory. Unauthorised absence is well above the national average and is also unsatisfactory. Whilst the majority of pupils arrive punctually, a significant number in most classes regularly arrive after the start of the school day. In all classes, registration and lessons start on time, but are often interrupted by latecomers. This has a negative effect on pupils’ attitude, attainment and progress. Despite strenuous efforts made by the school, there has been very little improvement in the rate of attendance since the last inspection.

QUALITY OF EDUCATION PROVIDED

Teaching

20. Teaching is good, overall, and makes a good contribution to the progress made and the standard of behaviour. During the inspection, 92 lessons were observed and in 98 per cent teaching was at least satisfactory. In 43 per cent of lessons teaching was good, in a further 21 per cent it was very good and in one per cent it was excellent. This is a big improvement since the last inspection, when teaching in 16 per cent of lessons was unsatisfactory and in 4 per cent was poor. Teaching for the children under five is very good. Teaching in both key stages is particularly good in English, design and technology and history and in the specialist teaching in music. In two per cent of lessons teaching was unsatisfactory. Where teaching was unsatisfactory pupils did not have enough time to complete the tasks planned because the teacher talked for too long and the pace of the lesson was slow. Teaching in information technology is unsatisfactory because the full range of the subject is not taught and teachers have not yet had sufficient training to develop their expertise in all aspects of it. However, this training is already planned for.
21. Teaching for the children under five is very good, overall, and all teaching in lessons observed was at least good. Teachers and support staff have very good knowledge of the needs of this age group and plan together very effectively to provide a wide range of stimulating activities which cover all required areas of learning. They put an appropriately heavy emphasis on children’s oral language skills and take every opportunity to develop them. For example, when sharing a big book in a reception class, the teacher was careful to focus on correct book language and ensured through good questioning that the children understood the terms she used. Teachers and support staff have very good relationships with children and high expectations of their work and behaviour. Teachers and support staff make very good use of assessment procedures and information to plan work to meet the needs of all children.

22. In both key stages expectations of pupils are always high in relation to behaviour and at least appropriate in most lessons in relation to standards of work. Teachers make good use of assessment information when planning lessons and match work well to the needs of their pupils. They organise lessons well and make good use of time and resources to provide a range of activities to motivate their pupils. Pupils are involved well in direct teaching time and teachers target questions well to individuals. Teachers give good oral feedback to pupils during lessons and help them improve their work. All mark work regularly and most give good guidance on how to improve work, although there are some inconsistencies between classes. In both key stages, teachers make good use of homework to consolidate and extend learning. In the better lessons, teachers have very high expectations of their pupils. They plan well to extend pupils' skills, paying very good attention to the use and understanding of specific vocabulary. They give clear instructions and question individuals effectively to assess their learning. Some use simple resources to good effect in creating a special learning atmosphere. For example, a Year 2 teacher closed the curtains and put out the lights when teaching the children about Advent candles and a specialist teacher used a tambourine-passing game to establish silence before music.
23. Teachers are particularly good at managing the behaviour of their pupils through the consistent application of the school's discipline policy. They remain calm and positive and, when challenging pupils display an unsatisfactory attitude to their work, minimise the effect by maintaining an orderly atmosphere. Teachers make excellent use of classroom support assistants in assessing pupils' work in whole class sessions, in supporting the learning of individuals and groups and in managing the behaviour of individuals. This support is discreet and effective. Relationships in classrooms are very good and staff provided very good role models for pupils.
24. The special needs co-ordinator sets clear learning targets for the pupils with special educational needs, who are taught in small sets in Literacy and Numeracy Hours. Class teachers incorporate these targets well into their own planning, providing a consistent approach within the classroom. The contribution made by the support assistants, to ensure that pupils who find learning or behaviour difficult, is excellent. They work closely with teachers in supporting pupils when working towards their specific targets. Many have developed considerable expertise, contributing significantly to the good progress made. Teachers also make good provision for the pupils with English as an additional language, who are also well supported by learning assistants.
25. The impact of some of the good and very good teaching is constrained in some subjects by the allocations of time in the curriculum. For example, in long sessions of formal work some pupils lose concentration and develop negative attitudes and the time spent in managing them sometimes slows the pace of the lesson. In other lessons, time is too short and teachers find it difficult to plan interesting and challenging activities which can be completed in the time allowed.

26. **The curriculum and assessment**

26. The curriculum is broad in terms of subjects taught and there are good detailed plans for all subjects of the National Curriculum and religious education. However, there is no direct teaching of information technology in the classrooms and since the last inspection an imbalance in the time allocated to the different subjects has developed. For example, the time allowed for practical subjects such as art, design and technology, music and physical education is limited and the development of skills in these subjects is intermittent. This particularly affects pupils' progress in art. The school has responded to the need to improve pupils' language and literacy skills by allocating a very high proportion of curriculum time to the teaching of English. This is having a positive impact on raising standards and promoting the progress of most pupils. However, a significant minority, particularly in upper Key Stage 2, finds it hard to maintain concentration on

the more formal tasks for such long periods of time and this has a negative impact on their attitudes to learning. For example, pupils often spend almost an entire day completing work in English, with the only variation being a mathematics lesson or the completion of written work to support other subjects.

27. The quality of curriculum planning has improved significantly since the last inspection. There are now schemes of work for all subjects that map out what pupils will learn in each year and ensure that work is not repeated or omitted. Medium and short-term planning is equally good and, in the latter, teachers' thoughtful evaluations of lessons help to improve the quality of their planning for subsequent lessons and this has a positive impact on pupils' progress.
28. The school has effectively implemented the national recommendations for daily Literacy and Numeracy Hours. Planning for the daily Literacy Hour is having a good impact on the quality of teaching and on raising pupils' attainment in English, although the full effect is not yet felt at the end of Key Stage 2. The Numeracy Strategy has been introduced more recently and is already having a positive impact on teaching and learning in mathematics.
29. The curriculum provides well for personal development through a programme of personal, health and social education, with good provision for sex education and guidance on the dangers of drug misuse within class "Circle Time". Circle Time also makes a good contribution to promoting pupils' moral and social development, their speaking and listening skills and their understanding of what it means to be a good citizen.
30. The curriculum for children under five is very good and a strength of the school. It promotes children's progress and prepares them well for beginning the National Curriculum. In the nursery, the curriculum is planned according to the recommended six areas of learning. This continues in the reception classes, with effective links being made to the National Curriculum programmes of study. In both settings, planning takes very good account of the specific learning needs of very young children and incorporates many opportunities for play that has a clear educational purpose. In both nursery and reception classes there is a good balance of teacher directed and child chosen activities that promote children's independence.
31. The provision made for pupils to have equal access to the curriculum and equality of opportunity to succeed is satisfactory, overall. For those pupils with special educational needs or English as an additional language, most of the support is within the classroom and provides good access to the curriculum. However, with the exception of music, where very good specialist teaching is provided, the limited time for many practical subjects means that some pupils who are particularly talented in these areas get little opportunity to demonstrate what they can do. The practice of withdrawing pupils from art lessons for additional teaching in English is unsatisfactory and limits their progress in art because they do not have any opportunity to make up the work they miss.
32. There is very good provision for pupils with special educational needs and this is a strength of the school. The policy has recently been reviewed and revised. The register is kept updated and monitored well by the subject manager. Targets set on pupils' individual education plans are regularly reviewed and updated. Pupils with special educational needs are withdrawn for literacy and numeracy support in Key Stage 2, follow the same format as the Literacy and Numeracy Hour, appropriately adapted to meet their needs.
33. Satisfactory provision is made for Key Stage 2 pupils to take part in activities after school, but relatively few take advantage of what is on offer. About half of the teachers are involved in after school activities, which include clubs for art, chess, drama, recorder, information technology,

athletics, country dancing and rugby. There is a “Share” club where parents and pupils work together on homework. For a short period there was a successful Breakfast Literacy Club, which it is hoped will be re-introduced this year. The school takes part in competitive sporting events within the Family of Schools. A good range of educational visits and visitors to the school, including sculptors, actors, a theatre set designer and tennis coaches, enriches the curriculum and pupils’ experiences. For example, an artist helped a group of older pupils create a school web site on the Internet. There are opportunities for older pupils to go on at least one educational residential visit, which supports their personal and social development. There are very good curricular links with the local high school, which support pupils in Year 6 and aid their transition to secondary education.

34. The school has responded very effectively to the key issue identified at the time of the last inspection in relation to its use of assessment information. There are good assessment procedures in all subjects and information gained is used well to plan work to meet pupils’ needs and improve provision. Work is matched to National Curriculum levels, helping teachers to make more accurate assessments of what the pupils know and can do. The school complies with the statutory requirements for assessing children on entry to school and testing seven and 11 year-olds. In addition, it makes good use of other standardised tests and the optional tests provided by the government, to gain a clearer picture of pupils’ capabilities. Some very good analyses of the results of these assessments have been completed and has helped the school set targets for improvement, particularly in the core subjects of English, mathematics and science. The information has also been used to improve possible weaknesses in aspects of provision, both for the school as a whole or for particular year groups, sets of pupils or individuals.

35. At classroom level, teachers continuously identify opportunities to assess pupils and make good use of the information they gain to modify or adapt work so that pupils’ needs are met. They record the results of their assessments conscientiously so that pupils’ achievements and progress can be tracked over time. Work is marked regularly, but there is inconsistency in the quality of marking between classes. Most teachers celebrate pupils work and give them advice about how to improve, but this good practice is not evident in all classes.

36. **Pupils’ spiritual, moral, social and cultural development**

36. The provision for the spiritual, moral, social and cultural development of pupils is good and has been well maintained since the last inspection.

37. Spiritual development throughout the school is satisfactory. During assemblies, pupils are encouraged to think about themes such as the Nativity and music and singing are sometimes used well to create a reflective atmosphere. Spirituality is often developed in lessons, such as when pupils melt ice during a science lesson and watch the process in silent wonder. Pupils are encouraged to consider who they are and how they can contribute to the school as a whole, as well as to reflect on their own feelings and those of others. Examples were seen in some religious education lessons of pupils considering some of life’s fundamental questions and beginning to recognise how religious teaching can relate to them.

38. Moral development is very good. Through the very positive behaviour policy and in personal, social and health education lessons the school successfully teaches pupils to show regard and care for others, to make moral decisions and to distinguish between right and wrong. The school fosters honesty, fairness and respect and there are high expectations of good behaviour in all classes. Good opportunities are provided through ‘circle time’ and religious education for pupils to develop moral values and extend social and personal understanding across a range of issues, for

example, stories in assemblies about sharing and caring; poverty in Romania; pupils sharing personal worries and considering ways in which they can help each other. The very good ethos of the school, the good example set by staff in personal relationships and the sympathetic ways in which teachers manage their classrooms all promote the development of moral understanding. Pupils support the work of a variety of charities and this involvement provides good opportunity for their moral development and understanding of citizenship.

39. The provision for social development is good. From their earliest days in school pupils' social skills and awareness of others are well promoted. They take on a variety of appropriate responsibilities and respond well to opportunities to work in pairs and small groups. For example, pupils act as classroom monitors and older ones become 'buddies' and care for younger ones. Pupils participate well in the community, visiting the elderly to sing carols and inviting them into school for a concert and taking part in the Primary School's Festival Concert. A sound range of out-of-school activities is well organised to contribute to pupils' personal and social development. All pupils have the opportunity to take part in a residential visit.
40. The provision for cultural development is good. Pupils' knowledge and experience of their own and other cultural traditions are enriched through the curriculum and extra-curricular activities. For example, pupils listen to music by a composer of the week and study a wide range of literature. Good links have been developed with Opera North who hold workshop days in school. Pupils attend free music concerts on Saturday mornings and go on a variety of visits, such as to Bagshaw Museum for an Ancient Egypt day and the Eureka Museum. The school takes part in the Hunslet Trust programme of arts residencies and a variety of visitors enrich the curriculum. For example, a Shakespearean theatre group, a steel pans band and a set designer from Leeds Playhouse have all held workshops in school. Pupils are also made aware of a multi-cultural society through religious education when they learn about the various festivals of world religions and the value of music and dance from the different cultures.
41. **Support, guidance and pupils' welfare**
41. Very good support and guidance is provided for all pupils, including those with special educational needs and those who are under five. This is confirmed by the views of most parents. The high quality of care provided by the headteacher and staff for pupils and their families has been well maintained since the last inspection and makes a strong contribution to pupils' progress and to the life of the school. Pupils are happy and safe in school and relationships between teachers and pupils are very good.
42. Good arrangements are made to support children and their parents prior to their entry into the nursery and reception classes. Through close links with the secondary schools, pupils in Year 6 are well prepared and supported as they transfer into the next phase of their education. Pupils attend induction days and have lessons with a subject specialist. They meet Year 7 tutors who also visit them at the primary school. Through strong liaison links, prior to transfer, pupils with special educational needs receive good additional support.
43. Procedures for monitoring academic progress and personal development are good and used consistently throughout the school. Classroom support assistants are used well by teachers to record pupils' performance during lessons. Teachers know their pupils very well and there are good informal lines of communication between them.
44. Procedures for monitoring and managing behaviour and discipline are very good and staff work hard to maintain the very orderly environment. The school has a consistent approach to promoting

good behaviour through its code of conduct. Pupils are constantly praised and rewarded and an appropriate range of sanctions with targets for improvement are followed. Through the strong input of personal and social education and the 'buddy' system, very good procedures are followed to eliminate bullying or harassment. An incident book is kept up to date and all are taken seriously and followed up by the headteacher. Pupils speak confidently of being able to take problems to the headteacher and staff and know that they will be listened to.

45. Attendance is very well monitored and, as at the time of the last inspection, the school makes strenuous efforts to promote good attendance, through a variety of initiatives, such as "Breakfast Club" and "The 100 per cent Project". The completion of registers is consistent, accurate and meets the statutory requirements. Procedures for following up unauthorised absence are very good, with parents being contacted quickly and there is good support from the education welfare officer who makes regular follow up home visits. Punctuality is well monitored and recorded, with latecomers reporting to the office prior to going to their classroom.
46. Pupils with special educational needs receive very good support and guidance from class teachers and learning support assistants. Learning problems are identified at an early stage and pupils have access to outside support agencies from whom they receive good support. The quality of care and support provided makes a very positive contribution to pupils' progress. Pupils with English as an additional language are also well supported in class.
47. The procedures for child protection are good. All staff, including lunchtime supervisors, are aware of the action they should take in the case of concerns. The headteacher and the deputy headteacher are the joint designated persons with responsibility for child protection issues and both have attended training courses. Through the programme of personal, social and health education good provision is made for sex education and drugs awareness.
48. Health and safety issues are well monitored and promoted. Several members of staff are trained in first-aid and there are good procedures in place for pupils who have accidents or are taken ill. The governing body and staff are vigilant in ensuring the safety of pupils and undertake regular risk assessments. Since the last inspection the health and safety issues identified have been rectified by the refurbishment of the buildings. However, there are a number of health and safety issues that pose a risk to pupils:
 - piles of debris remaining on site of demolished portacabin;
 - uneven and potholed surface of tarmac in playground, resulting in large puddles;
 - uneven paving slabs in nursery playground;
 - poor levels of lighting in the hall.

The school has previously identified all of these issues.

Partnership with parents and the community

1. The school works hard to promote and develop its good partnership with parents and the community. This has been improved since the last inspection. The development of trusting relationships has a very positive effect on standards, progress and the quality of education provided. Parents speak highly of the encouragement they receive to be involved and find the school approachable and welcoming. Most parents are interested in their children's learning and are appreciative of the help and support which they and their families receive from the school. A small number of parents are currently involved in the SHARE project and speak positively of the

way this is helping them and their children to work together. More parents are involved in the Windmill Community Project and are attending school-based courses and the college of further education accredits their work.

2. The information provided for parents is good. Parents attend open evenings and receive regular, helpful newsletters containing a good amount of information about activities and organisation with a special curriculum newsletter every term. Once a year, parents are invited into school to work alongside their children in classrooms. The governors' annual report to parents meets the statutory requirements. The prospectus provides good quality information and a clear vision of the aims of the school. The annual reports to parents meet the statutory requirements and provide a good amount of information about attainment and progress and targets for improvement. Parents of pupils with special educational needs are well informed about their children's progress and are invited to attend all review and assessment meetings. A small minority of parents said that they did not get enough information about their children's progress, but inspection evidence shows that, as well as providing good written reports and holding termly meetings, staff are always willing to talk to parents.
3. A small group of volunteer parents provide regular help for teachers in classrooms and three senior citizens help in the Year 2 classroom every week. More parents help when pupils go out on educational visits. The Parent Teacher Association has recently been re-started and is currently planning social and fund-raising events. There is a consistent approach to homework and parents are satisfied with the amount of work pupils are expected to do at home. All pupils have a home/school reading record, but few parents take their opportunity to use them as a means of communication between home and school.
4. The school's links with the community are good and provide pupils with many opportunities for personal development and sense of citizenship. Pupils visit the elderly for a carol service, attend the local church for special services and invite senior citizens to a concert in school. They go out on a variety of community visits as part of the curriculum, including Bagshaw Museum and Pinderfields Hospital. A number of local and national charities are supported, such as Winter Aid for the elderly and the NSPCC. Through the Family of Schools there are good curricular links with the secondary schools and the College of Further Education. For example, pupils visit the college to use their Internet facilities and students act as their mentors. This makes a strong impact on pupils' progress and experience. The school has benefited from the donation of computers from a local bank and local shops provide good support for fundraising events.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

53. Leadership and management

5. The school is well led by a headteacher who displays many excellent leadership qualities and is held in high esteem by the whole school community. He has been in post for two years and in this time has been instrumental in developing a very strong management structure and establishing high quality teamwork between all staff. He is well supported by an able deputy head and they are a high profile presence around the school, easily accessible to all. Communication between staff, pupils and parents is very good. A very good working ethos is created and the school's aims are promoted well through its work.
6. The role of the subject managers has been extensively developed since the last inspection. They systematically check and evaluate classroom teaching of their subjects. The senior management team are also closely involved in monitoring and supporting in classrooms and maintain a clear

overview of teaching and learning. All staff have a strong commitment to school improvement and work hard towards school and personal targets. A close involvement with the local Family of Schools supports development for subject managers well and some of them, in turn contribute expertise to the group.

7. The governing body is well informed and supportive and governors share the strong commitment of the staff. Many are new, but they undertake regular training and each has a partner subject manager to help them gain insight into the school curriculum. Most visit school on a regular basis to see what is happening in the classrooms. Other than not publishing details of attendance figures in the school prospectus they fulfil their statutory duties. They are active in monitoring progress of the school improvement plan and maintain a watchful eye on standards. The school improvement plan is a very good document to which all staff and governors contribute. It has appropriate priorities and targets and is regularly evaluated, to measure progress and success. However, whilst Literacy is an important priority for the school the very heavy emphasis that is given to its teaching is creating an imbalance in the curriculum, with some negative effects on attitudes and the development of other subjects.
8. Management of the provision for pupils with special educational needs is very good and statutory requirements for special needs are fully met. All necessary paperwork is well organised and the subject manager's action plan highlights further improvements to be made. The subject manager is experienced and effective and gives good support to all staff. The special needs governor ensures that the governing body is fully informed of the needs of the pupils. A high priority has been to ensure that there are sufficient support staff in each classroom and this is proving to be very effective. Sound provision is also made for those few pupils with English as an additional language, who also receive good support within the classroom.
9. All issues of the last inspection have been dealt with very effectively. Standards have improved since that time and the policies and procedures recently put into place put the school in a very good position to improve them still further.

58. **Staffing, accommodation and learning resources**

10. There is a good level of well-qualified teaching staff, with a good balance of experience and expertise. Special needs and other support staff are well trained and make an excellent contribution to the provision for pupils with special educational needs. Newly qualified teachers, new subject managers and supply staff are well supported. Staff have clear job descriptions and understand their roles well. There is an efficient and effective staff evaluation and development programme, which incorporates appraisal and supports both personal and school priorities. This has a positive impact on the quality of teaching and learning and for the support for pupils with special educational needs.
11. The spacious interior accommodation has been extensively refurbished since the last inspection and facilities are good. The areas for the children under five are particularly bright and attractive. Specialist music and practical areas, an attractive library, two community rooms and two halls supplement classrooms and provide good facilities. The building is well maintained and enhanced by many attractively presented displays. The outside accommodation is also spacious but hard play areas in both playgrounds and in the nursery area are in urgent need of repair. The grassed area near the Key Stage 1 playground cannot currently be used because of a pile of rubble.
12. Resources, including those for the children under five and for pupils with special needs, are good. The library is suitably stocked with a range of fiction and non-fiction books. New computers have

recently been purchased to provide satisfactory resources to support the introduction of the new scheme of work for information technology.

61. The efficiency of the school

13. The quality of financial planning is very good and the school manages its budget efficiently. Budget plans are firmly based on the school's current requirements, outlined in the school improvement plan. There are extensive records of all expenditure and governors monitor the school's financial position closely. In recent years the school has had to plan for the fall in pupil numbers, together with the financial restrictions which this has caused. Plans are in place to cushion the immediate impact by the use of the school's reserves. The school is well aware that this problem is likely to continue and is making plans accordingly. All specific grants given to the school, including those for the provision for pupils with special educational needs and for the support and training of teachers, are spent appropriately.
14. The school improvement plan is a detailed and well costed document, outlining expenditure over a three-year period. It is supported by an extremely detailed annual plan with spending clearly related to the raising of educational standards. The finance committee of the governing body is fully involved in the formulation of the plan and is also closely involved in monitoring and evaluating the cost effectiveness of all spending decisions. Subject managers now monitor the resourcing of their own subjects, addressing a shortcoming which was noted in the last report.
15. Good use is made of the teaching staff in the school. Some good use is made of specialist teaching in music and in science. Excellent use is made of very well informed classroom assistants who assess pupils' work in class and assist pupils with special educational needs. They liaise closely with teachers, know what is required of them and they are highly valued by their teacher colleagues.
16. Good use is made of all learning resources, except in information technology, where the use made of computers is unsatisfactory. Good use is also made of the accommodation, particularly by the provision of a well-equipped library, practical area and music room. The school building and grounds are efficiently cleaned and maintained. Good use is made of the local environment as a learning resource.
17. There are efficient and effective procedures in place for routine financial control. Day to day administration is handled smoothly by the school clerical staff, who provide good support for the head teacher and other staff. A recent local authority audit (July 1999) found only a few minor deficiencies which have now been rectified.
18. Overall, in terms of the level of attainment on entry, the educational standards achieved, the quality of education provided and the income it receives, the school provides sound value for money.

67.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

19. Provision for children under five is very good. Children enter the nursery in the term after their third birthday and overall attainment on entry is very low, particularly in language and literacy. Many children have difficulty in communicating verbally and speech is unclear. Children make good progress in the nursery and reception classes but, when they enter Key Stage 1, many are below the national agreed levels in most areas of learning. In language and literacy, speech and communication, skills are well below the level expected. Most children are in line with the level expected at age five in physical development and personal and social development. At the time of the inspection, 45 children attended the nursery on a part-time basis and there were 50 children under five in the reception year.

68. Personal and social development

20. By the time they are five, the children's personal and social development is in line with the nationally expected levels. They settle well into the nursery and gain in confidence and independence. Children begin to co-operate well in activities such as role-play in the post office and work sensibly in construction areas. They move confidently to their activities and share equipment well. They know the difference between right and wrong and learn to care for each other, developing very good relationships with adults and one another. The close relationship with the reception classes ensures a smooth movement to the next stage of their early years' education. In the reception classes, children have good opportunities to express their feelings during personal, social and health education lessons. For example, they talk about the good feelings from giving and receiving presents. The high expectations of behaviour from staff in both the nursery and reception classes are having a very positive impact on the children's progress in this area of learning.

69. Language and literacy

21. Children are making good progress in developing their language and literacy skills, although, at age five, attainment is well below that expected nationally. They listen well to each other and to adults. However many of the children have restricted vocabulary and poor patterns of speech and find it difficult to express themselves clearly in complete sentences. In role-play activities, such as in the post office and the stable for baby Jesus, many children in the nursery speak in single words or short phrases to convey meaning. In reception classes, they continue to make good progress, but their range of vocabulary, needed to express themselves, remains limited. When writing to Santa approximately half the group recognise their name and form some letters in their name correctly. Children learn that pictures and words carry meaning. They handle books with care, but few know that a story starts at the beginning of the book or that print is read from left to right. In reception classes, many know the terms cover, title and illustrator in whole class literacy sessions. They begin to recognise some keywords in familiar text from memory, but do not always point to the corresponding word when reading independently to an adult. Most talk about the pictures in their books. Some recognise some initial letters in words. Most children trace their name and some begin to copy it. Higher attaining children are beginning to use a word folder, with adult support to write a sentence about their picture. Activities are well planned to promote language and literacy.

70. Mathematics

22. Children make good progress in both the nursery and reception classes but, at the age of five, attainment is below the national expected levels. In nursery, children begin to understand simple mathematical language such as “big” and “little” when using yoghurt pots to weigh the ingredients for their Christmas cakes. They create repeating patterns with shapes and colours. Older children count to five. Many join in Christmas songs relating to numbers such as “There were five little snowmen standing in a row”. In the reception classes many children are confident in using language such as “next” and approximately half the children recognise numbers and count to ten. Many relate to numbers in everyday experiences and confidently recognise numbers one to nine when looking at the cost of items in a shop, counting out the required number of pennies to buy items. They are familiar with number rhymes, for example “One, two buckle my shoe” and enjoy this activity.

71. **Knowledge and understanding of the world**

23. At age five attainment is below the level expected, partly due to children’s limited language and recording skills. In the nursery, children gain understanding of important festivals through preparing traditional foods associated with the event. For example they make bread for harvest, pancakes for Shrove Tuesday and stir-fries during the celebrations for the Chinese New Year. They talk about Christmas and the ingredients needed for their Christmas cakes. Children talk about their environment when looking at photographs of visits to the local shops and to Middleton Woods. In reception classes, they name a source of light, such as a light bulb and know the danger of electric light bulbs when they are switched on. Children talk briefly about the shadows they see on the walls in the darkened room, but only about half understand that they are made from the child blocking the light. They name some important people at work, for example the fireman.

72. **Physical development**

24. Attainment is in line with that expected at age five. Children develop their co-ordination and manipulative skills well through the use of tools such as pencils, scissors, paint brushes and crayons. In the nursery, children begin to hold a pencil correctly and with support take their pencils for a walk to trace over the lines they have made. Some children trace around a shape with reasonable accuracy. In both activities, pencil control is inconsistent. In the reception classes, they make good progress and gain better control, beginning to draw and write with some accuracy. They use large construction kits and jigsaws with increasing confidence. In lessons in the hall, the nursery children walk around confidently, using long and short strides. Most hop and run, stopping in a space when directed. They have appropriate awareness of space and of others around them. In outdoor activities, they climb and balance with control and ride bikes confidently, parking them in the parking spaces. No physical activities were observed in the reception classes during the inspection, but it is on the timetable each week in both classes.

73. **Creative development**

25. Good progress is made by children in developing their ability to express feelings and ideas creatively through a range of experiences in art, craft, music and imaginative play and attainment is just below that expected by the time they are five. Children join in singing their Christmas songs tunefully in preparation for a short concert for parents. They clap and join in actions showing an awareness of rhythm. They play simple percussion instruments in time to their songs. Children paint pictures for their art gallery, mixing their own colours satisfactorily, although some are not recognisable shapes. They make attractive collages using a range of materials such as plastic, beads and ribbon. They design and make three-dimensional models with boxes and

junk materials. Staff are well deployed to support children to develop their skills in this area of learning.

26. The quality of teaching of children under five is very good. As a result, they make good progress in all areas of learning. Teachers and nursery nurses form very good relationships with the children and this has a positive impact on their attitude to learning and on progress. The lessons are well planned and the children are provided with a good range of challenging activities. All staff have very good knowledge of the needs of the children. A very good range of teaching strategies is employed and questioning is used very effectively to develop language and communication skills. All contributions made by the children are valued. There are high expectations of behaviour and the management of the children is very good. The pace of lessons is often good and instructions are clear. The nursery nurses and support staff are very well deployed and use their time well, both working with children and making individual observations. They are fully involved in planning and have clear instructions about the lesson targets. There are very good assessment procedures and these are very well used to guide planning both in the medium and the short-term. For example, daily planning in the nursery is appropriately adapted following observations made the previous day.
27. The curriculum provides a rich variety of experiences and is firmly based on the nationally agreed areas of learning. The Early Years policy is effective and planning is good. Long, medium and short-term planning link closely together. There are very good links between the nursery and reception classes to provide a consistent approach and progressive teaching of skills. Teachers make regular visits to each area to ensure that children become settled and familiar with routines of the nursery and reception classes.
28. Links with parents are good, particularly in the nursery where parents borrow books and games to share with their children. In the reception classes, children regularly take home their reading books. Parents have regular opportunities to find out about their child's progress and teaching plans are clearly displayed in rooms for parents to see. Resources are good and are used effectively to promote learning.
29. There has been an improvement in the quality of education provided for children under five since the previous inspection. All the areas of learning are provided for daily for children in the nursery and, in reception, all areas are well covered during the week. The quality of teaching is always good with twenty three per cent very good and eight per cent excellent.

ENGLISH, MATHEMATICS AND SCIENCE

English

30. In the national tests for 11 year olds, in 1999, attainment was well below the national average at the level expected and below average at the higher level. In comparison with similar schools, however, results were average at the expected level and well above average at the higher level. Results over the past four years show pupils' performance to be consistently well below the national average, but improving by a greater degree than the national trend. This is despite there being sharp rises and falls in particular years, resulting from the widely varying attainment of the pupils in those year groups. The most recent test results do not show any significant difference between boys' and girls' achievements, but in all but one of the years between 1995 and 1999, girls consistently achieved better results than boys do. There is some evidence that girls achieve higher standards in both reading and writing, but the differences are not significant. Inspection evidence shows that the proportion of pupils currently working at the expected levels in reading

and writing is below average.

31. In the national tests for seven year-olds, in 1999, attainment in reading and writing was well below the national average at both the expected and the higher levels. In comparison to similar schools, results were average in reading and above average in writing. Teachers assessed pupils' skills in speaking and listening as below average for their age. Over the last four years, results have risen consistently in reading and more sharply in writing. Overall, girls achieve better results than boys do. However, inspection evidence shows that seven year-olds are now achieving better standards of reading and writing than the test results indicate. Although a significant minority do not achieve the standards expected most are working at the level expected. At Key Stage 1, there are no apparent differences between the reading standards of boys and girls, but girls achieve higher standards in writing. Since the school was last inspected, standards at Key Stage 1 have improved significantly.
32. At the end of both key stages, speaking and listening is below average. Listening skills are satisfactory at Key Stage 1 and most pupils confidently answer questions or voice an opinion. However the range of vocabulary and use of spoken language is limited and many have difficulty in explaining themselves clearly. At Key Stage 2, a significant minority of pupils do not listen well, being easily distracted or disinclined to pay attention in lessons. Although most eleven year-olds will try to answer questions and give opinions, their spoken responses contain only brief detail and they need considerable prompting to provide more. Even higher attaining pupils find it hard to justify their views and to engage in informed debate.
33. At the end of Key Stage 1, most pupils are now achieving average standards in reading. They have a sound range of strategies to help them read. Most average and higher attainers read accurately and with developing fluency and use of expression. Lower attainers read hesitantly, sometimes needing support and direction. All are developing a good technical vocabulary with which to discuss books. For example, they correctly use words such as title, author and illustrator. Most pupils also know where to find contents and index pages in information books, and higher and some average attainers give good explanations about the difference between the two. At the end of Key Stage 2, reading is below average. Most pupils read accurately and higher and average attainers read fluently, with good expression. Higher attainers include satisfactory detail when discussing characters and the plot in their stories, but their understanding is limited and few appreciate deeper meanings. Other pupils show a satisfactory understanding of the main points in their texts, but their explanations are in simple terms. All read a wide range of texts, including non-fiction, poetry and plays, which is an improvement since the previous inspection, but few have good knowledge of various authors and their different styles. Their research skills have improved significantly since the last inspection and most now have well-developed library skills.
34. At the end of Key Stage 1, most pupils are achieving average standards in writing. Most are confident in writing stories and accounts independently. Higher attainers produce lengthy pieces that show good development of ideas and considered use of vocabulary to make their writing more interesting. They apply punctuation appropriately and spell some complex words, such as breakfast, correctly. Average attainers show good skills in sequencing ideas. They include interesting vocabulary and spellings are plausible, if not always correct. They begin to apply simple punctuation with reasonable accuracy. Lower attainers produce shorter pieces, often mix upper and lower case letters in sentences and have difficulty with spelling. Most pupils' handwriting is neat, but not yet joined. At the end of Key Stage 2, writing is below average. Pupils write in a wide range of forms and this is a big improvement since the last inspection. They also complete extended pieces of writing associated with work in other subjects, such as history. However, although higher attainers demonstrate better skills in all areas, overall, pupils' skills in grammar, spelling, punctuation and the adventurous use of vocabulary are below average.

These weaknesses reduce the overall quality of their writing. Handwriting is mostly neat and legible, but it is not always joined, even though pupils do this well in specific handwriting lessons.

35. In Key Stage 1 pupils make good progress. From a very low starting point on entry to the school many pupils now achieve the levels expected by age seven and a small proportion exceed this level. The effective implementation of the daily Literacy Hour, is playing a significant role in promoting good progress and raising standards. The effective teaching of phonics, word meanings and punctuation has promoted good progress in these skills. It is helping to raise standards in literacy and support pupils' access to other subjects. Despite standards in speaking and listening being below average, progress in this aspect is good at Key Stage 1, with pupils progressing from very poor skills to below average overall. Interesting and carefully timed explanations from teachers, stimulating stories and good encouragement for pupils to answer questions and give opinions support pupils' good progress.
36. The Literacy Hour is also being taught well in Key Stage 2 and there is good progress in these lessons, in terms of pupils' knowledge and experience of a wide range of forms of reading and writing. However, the full impact of this has not yet worked its way through the entire key stage sufficiently to raise standards in reading and writing to the level expected at age eleven. In comparison with the results they themselves achieved at Key Stage 1, pupils in Year 6 have made satisfactory progress, overall. Another factor that affects the rate of progress of pupils throughout the school, but more markedly at Key Stage 2, is the extensive amount of time that is allocated to the teaching of English. In many respects, the additional time serves to promote raised standards and increase progress, but it is also having a negative impact on the progress of some pupils at Key Stage 2, particularly in the upper key stage. A significant minority finds it difficult to maintain the concentration required to complete the considerable amount of formal work required. Their attitude becomes negative, particularly in writing. The result is that even in lessons that are stimulating in content and which are taught in a lively and interesting way, pupils' attention and their application to the tasks are unsatisfactory.
37. The school's policy to teach older pupils in groups, based upon their prior attainment, is having a positive effect on their progress. It allows higher attainers to move on to more challenging work and ensures that lower attainers receive teaching and work that is consistently pitched at their level, but which includes an appropriate degree of challenge. Pupils with special educational needs make good progress, both in class and when they are withdrawn to be taught in smaller groups by the special needs subject manager. Teachers are aware of these pupils' individual needs and make good use of their individual targets when planning work. In class lessons, these pupils often receive additional adult support, either from teachers or special needs support assistants, which has a positive impact on their good progress towards their targets. Pupils with English as an additional language also make good progress.
38. At Key Stage 1, pupils' response is good. They listen well in whole class reading and writing sessions and try hard to answer questions. Pupils settle quickly to independent tasks and complete a good amount of work in the time allowed. They are becoming independent in working for longer periods without the direct intervention of their teachers and are pleased and proud when their work is shared with the class at the end of lessons. They behave very well and help each other, for example, with spellings. At Key Stage 2, pupils' response is satisfactory, overall. A significant minority of pupils, mostly in Years 5 and 6, do not pay good attention to explanations from teachers and misbehave and try to distract others. During independent tasks most pupils get on with their work and show enjoyment and a commitment to achieving what the teacher wants. However, a number are slow to begin work and constantly need to be reminded to apply themselves; a few are openly resistant and complete very little work. Behaviour is mostly good in response to the very good management skills applied consistently by staff.

39. At both key stages, the quality of teaching is good, overall. In over half of all lessons observed teaching was good, sometimes very good. All teaching observed in Key Stage 1 was at least satisfactory, but eight per cent was unsatisfactory at Key Stage 2. The best teaching is characterised by teachers' secure subject knowledge, high expectations and detailed planning. For example, in a Year 2 shared writing session, the teacher demonstrated how to structure a story, where punctuation such as speech marks should be placed and how to make it more interesting by using descriptive vocabulary. Pupils responded very well to the high expectations, producing lengthy, interesting stories that included good use of punctuation. Similarly, at Key Stage 2, there was a clear explanation of how instructional and report writing varied from creative writing. The processes were very well demonstrated by teachers and promoted pupils' understanding and skills well. At both key stages, teachers have good knowledge of the Literacy Hour and teach these lessons well. Explanations are clear and questions are probing. Time at the end of lessons is used well to celebrate pupils' work and reiterate the main learning points of lessons. A particularly good aspect of the teaching is the way teachers manage challenging behaviour. Teachers never reach a confrontational situation with pupils and make very good use of praise to encourage them and raise their self-esteem. Where teaching is unsatisfactory pupils do not have enough time to complete the tasks planned because the teacher talks for too long and the pace of the lesson is slow. Most teachers make good use of Circle Time to develop pupils' listening skills and their confidence in expressing their views to others.
40. Teachers at Key Stage 1 try hard to incorporate the use of information technology in lessons and computers are generally in use. At Key Stage 2, many opportunities for using information technology are missed and, for example, their potential in drafting work is not capitalised upon. Some satisfactory use is made of CD-ROM encyclopaedia to support the pupils' research skills.
41. There is a good curriculum and teachers make effective use of ongoing assessment to evaluate lessons and modify their planning to ensure that pupils' needs are met. Record keeping of pupils' achievements in tests and assessments is good and serves as a useful tool for tracking their progress. The time allocated to the teaching of English is significant. The daily Literacy Hour is supplemented by additional sessions for extended literacy, where pupils generally produce writing linked to their learning in other subjects. Additional sessions are provided for group reading, handwriting and library skills. Whilst the significant time allocated helps to support many pupils' progress, the frequently continual diet of English and associated work is having a negative impact on the attitudes of a significant minority of older pupils and is restricting their progress. An after-school drama club helps to support the progress of a small number of pupils and similarly the provision of a Breakfast Literacy Club, for a short period earlier in the year, promoted the progress of those who attended.
42. There is strong leadership from the subject manager, who provides a good teaching model and has a clear view about how the subject will develop. There is very good analysis of data from tests and assessments, which is used effectively to set targets and improve aspects of provision. Very good use is made of visitors and educational visits as a stimulus for writing. For example, older pupils wrote synopses of the play *Romeo and Juliet* following a visit from a theatre company who demonstrated and explained Shakespeare's writing through drama and discussion. Efficient use is made of a well-stocked library to support pupils' library skills and this also promotes a positive attitude to books. There are a few inconsistencies in marking between classes.
91. **Mathematics**
43. In the national tests, in 1999, at the end of Key Stage 1, the proportion of pupils attaining the level expected for seven year-olds was well below the national average and the proportion attaining a

higher level was very low. In comparison with similar schools, the proportions were below average for those attaining the expected level and well below for those reaching the higher level. In the tests at the end of Key Stage 2, the percentage of pupils reaching the expected level was very low and the percentage reaching the higher level well below average. In comparison with similar schools, the results were well below the average. The results between 1996 and 1999 show no significant variation in the performances between boys and girls. There was some discrepancy between teacher assessments and test results in Key Stage 2, which is partly explained by a number of absences at the time of the tests, but also indicates a possible weakness in teacher assessment. However, the good introduction of the National Numeracy Strategy and associated training has already improved expertise in this area. The school's overall performance, at the end of Key Stage 2, shows a considerable improvement between 1996 and 1998. There was a considerable fall in standards attained in 1999, but this reflects a yearly variation in the age group. This still represents an overall improvement since 1996 and to a greater degree than the national trend. The subject is being targeted for improvement, through a detailed analysis of results being achieved, assessment being carefully undertaken and the National Numeracy Strategy being rigorously introduced. Years 5 and 6 are taught in groups based on previous attainment levels. Inspection evidence shows that these initiatives are having a positive impact on progress and that, although standards are still below the national average, they have improved and are continuing to improve.

44. At the end of Key Stage 1, most pupils count to 100 and identify patterns in numbers, such as on a hundred-square. Most have an appropriate understanding of addition and subtraction, but, although standards are improving, a significant minority are still uncertain of their multiplication facts relating to 2, 5 and 10. Most correctly identify a range of two and three-dimensional shapes and have a clear understanding of halves and quarters, money and time on the hour. In measuring activities, most explain and use various standard and non-standard units of measure. Throughout the key stage, pupils successfully undertake a range of practical activities, although some have difficulty explaining the purpose of their work. In problem solving activities, many pupils have difficulties in correctly identifying the appropriate method needed to find an answer.
45. At the end of Key Stage 2, most pupils undertake work in all four rules of number. They have clear knowledge of place value to five figures, but many are uncertain in naming six and seven digit numbers, or negative numbers. Many pupils lack confidence in saying their tables. Pupils have been introduced to decimals, to two places and many use them confidently in the context of money. Most name a range of angles and higher attainers are beginning to use protractors successfully to measure them. Pupils identify perimeters of shapes, but are less confident in calculating areas. They collect data on a variety of issues, such as the death toll of different groups of people during World War 2 and successfully produce a range of graphs to display their findings. Pupils undertake a range of practical work, but many have difficulties in tackling problem solving activities.
46. Pupils, including those pupils with EAL, make satisfactory progress, overall, and this is largely due to the introduction of the Numeracy Hour, which provides a clear structure and focus to lessons. In individual lessons, pupils often make good progress. They are introduced to all aspects of number and, whilst pupils in Year 1 and Year 2 show increasing confidence in undertaking addition and subtraction, many older pupils satisfactorily learn to tackle multiplication and division. Pupils learn the full range of times-tables, but many make slow progress towards saying them with confidence. They make better progress in their work on shape. For example, pupils in Years 1 and 2 name simple two and three-dimensional shapes, pupils in Year 3 name an increasing range of shapes, those in Year 4 explain the properties of circles and the oldest pupils name and measure various angles. They make slow progress in their ability to undertake problem solving activities because of their below average literacy skills, which create difficulty in correctly interpreting the information that they are given. Pupils with special

educational needs make good progress towards their personal targets because of the good quality of planning and support.

47. The majority of pupils enjoy lessons and their attitudes to work are nearly always good but, on isolated occasions, a minority of older pupils show a lack of interest and their attitudes become unsatisfactory. Pupils generally enjoy the daily sessions of mental work. They behave well, and listen carefully. Whilst many pupils are keen to offer answers, a significant minority show a lack of confidence. Pupils set about their written and practical tasks with enthusiasm and perseverance and work well alone and with others when a need arises. They make good use of all resources provided for them and take care with the appearance of their work.
48. The overall quality of teaching is satisfactory. In over 40 per cent of lessons observed it was good. Teachers have sound subject knowledge and good knowledge of their pupils. They employ this when planning for a range of tasks, which are appropriately matched to the needs of all pupils. This is an improvement since the last inspection when work was not well matched to pupils' needs. Lessons are well organised and teachers aim for appropriate standards of work from their pupils. They give clear instructions to their pupils and attempt to involve all pupils through a good use of questioning. On occasions, they introduce too many new facts during the lesson, with the result that some pupils become confused and are uncertain how to proceed. Teachers are aware, in particular, of the difficulties many pupils have in interpreting the written form of mathematics and some emphasise the correct, mathematical terminology well. Relationships are generally good and teachers offer support, praise and encouragement throughout. Written work is usually helpfully marked and homework is provided regularly. Excellent use is made of classroom assistants, both in assessing pupils' work and providing appropriate support and help.
49. The school now uses the National Numeracy Strategy as its scheme of work and this is having a significant impact on teaching and standards. Good assessment procedures are in place and the information gained is used effectively to help plan appropriate future work and to group older pupils on the basis of their prior attainment. The subject manager supports her colleagues well. She checks teachers' plans and pupils' work and monitors classroom teaching, providing support and advice to colleagues. Mathematics is used appropriately in other areas of the curriculum, such as science and geography. Information technology is used satisfactorily to support basic number skills through simple games and pupils have some opportunities to enter data and produce graphs.
98. **Science**
50. Teachers' assessments at the end of Key Stage 1, in 1999, show that attainment at the level expected at age seven was well below the national average. The proportion attaining a higher level was very low. When compared with the average for similar schools attainment was below average at both levels. In the national tests of 1999, at the end of Key Stage 2, the proportion of pupils attaining the level expected at age eleven, was below average and the proportion of pupils exceeding this level was well below average. In comparison with schools where pupils have similar backgrounds, attainment at the expected level was above average and at a higher level it was average. The discrepancy between teacher assessments and test results was largely due to absence. These results represented a fall in attainment levels from the previous year, which was mainly due to a variation in the groups of pupils, absenteeism during the tests and pupil mobility. Overall trends indicate a significant rise in standards since 1996, at a much greater rate than the national improvement. Inspection evidence confirms that the proportion of pupils working at the levels expected at the end of both key stages is below average. Pupils' poor literacy skills are having a detrimental effect on the attainment and progress of many.

51. Pupils are encouraged to be familiar with scientific language and methods. They develop appropriate skills for scientific investigations and, at the end of both key stages, many show a satisfactory understanding of a fair test. For example, pupils in Year 2 investigate what happens to ice if it is put in a warm place. They recognise that the ice needs to be the same size and left for the same amount of time for it to be a fair test and many predict what might happen.
52. At the end of Key Stage 1, pupils have studied the whole range of appropriate scientific work for their age but, overall, their knowledge is below average. They know about the importance of a healthy diet and exercise being important to humans. They know the simple properties of some materials, but do not always relate their knowledge to consider why some materials are better for some purposes than others. For example, pupils investigating the most suitable material for making an umbrella test whether the material is waterproof, using a few drops of water on each material. Approximately half make a sensible prediction before they start, but only a quarter relate their results to the investigation for the most suitable materials for the umbrella. Many record their results accurately in a chart. They know that forces can change materials
53. At the end of Key Stage 2, approximately half the pupils describe how springs are used and know that they work by compression or by stretching. They construct a simple circuit satisfactorily and most make a simple switch and know that the switch can be used to break the circuit. Pupils know about the function of the heart and that exercise makes the heart pump faster. Most know that when some solids are added to a liquid there comes a point when no more will dissolve. One group find out that salt will dissolve faster in warm water and another group know that stirring will affect the speed in which a solid will dissolve. During lessons, most pupils talk about their investigations and conclusions at a simple level, but their limited vocabulary and below average literacy skills limits their ability to discuss in depth or record work accurately and this limit their progress.
54. Progress in Key Stage 1 is good and pupils are provided with good opportunities to investigate. In Key Stage 2, progress is satisfactory, overall, as, towards the end of the key stage, the weak oral and literacy skills and the attitude of some pupils affect their work and progress. Pupils with special educational needs make good progress in knowledge and understanding of scientific investigations and language as they receive very good support in the classroom from special needs assistants. Pupils with English as an additional language make similar progress to other pupils in their year groups.
55. Pupils' attitudes are mainly good. They enjoy their work, particularly when the session is practical, but are less enthusiastic when recording their findings. Most listen well to teachers and to each other. They work well both independently and collaboratively. Most settle promptly to tasks, and when a small number become easily distracted they usually respond appropriately to the teacher and settle back to task. Behaviour is generally good.
56. The quality of teaching is sound, overall. It is good at Key Stage 1 and always at least satisfactory, often good at Key Stage 2. Teachers' subject knowledge is sound and lessons are well planned with clear learning targets. Lessons provide a good balance of direct teaching and pupil investigation. Explanations are clear, there is effective use of questioning and appropriate attention is paid to safety aspects. Teachers make good use of well-organised resources and very good use of classroom support staff. They manage their pupils well through the consistent application of the school's rewards and discipline policy. Closing sessions are used well to assess knowledge gained in the lesson. The effectiveness of some good teaching is reduced when the attitudes of a few pupils mean that teachers have to spend more time dealing with them and the pace of the lesson slows.

57. There is now a good policy and a detailed scheme of work to support teachers' planning for the progressive teaching of skills and knowledge. This is a significant improvement since the previous inspection when there was no structured guidance to ensure a consistent approach. The well-qualified and experienced subject manager has a planned programme of monitoring the quality of teaching and learning. She has developed an appropriate action plan to raise standards in science across the school. Assessment procedures are good and are used effectively to plan activities and support individual progress. The subject is well equipped and resources are used efficiently.

OTHER SUBJECTS OR COURSES

Information technology

58. At the end of both key stages, attainment is below the level expected. Since the school was last inspected, pupils at both key stages have made some progress in acquiring basic skills, but these have not been sufficient to raise standards to the levels expected by age 11. The school has only recently acquired sufficient computers to allow the policy and scheme of work to be implemented and staff training is not yet complete.
59. By age seven, pupils compose short stories and have satisfactory skill in using the keyboard. A few pupils print their work, but none knows how to save or retrieve it. They use the mouse with appropriate control and produce satisfactory pictures, using a graphics program. Pupils use the number and direction keys on a floor robot to make it move in different directions and some higher attainers know that entering the number 90 will make the robot turn. These skills show improvement since the last inspection, but the pupils have not yet learned to give a sequence of instructions and the work they do in control technology is below average.
60. At age 11, pupils use word processors to write stories and short accounts. Most know how to load programs and save their work. Some higher attainers explain the difference between files and folders and use the mouse to highlight pieces of text so that they can delete it or change its appearance. However, most pupils do not know how to use cut and paste techniques to organise text. Some pupils import pictures into their word-processed work, but these skills are at a basic level only. Pupils had some experience of working with spreadsheets, when a visiting specialist teacher taught them, but this work has not been built upon sufficiently. Pupils use a data-handling program and satisfactorily produce a variety of graphs and charts. Eleven year-olds have extremely limited knowledge and skills in control technology. They have had some experience in using adventure games to support their understanding of solving problems but do not monitor external events, such as weather data. There has been satisfactory progress in accessing information from CD-ROM encyclopaedia.
61. Progress for all pupils, including those with special educational needs and English as an additional language is unsatisfactory. One factor that has the most significant impact on pupils' lack of progress is that the previous lack of resources has not allowed for continual development of skills or of teacher expertise. Another is that because equipment has only recently arrived and staff training is not yet completed the school has not fully implemented a planned programme of specific teaching of skills. As a result, pupils' learning takes a haphazard course.
62. No information technology lessons were available for observation during the inspection and there was insufficient use of computers in many lessons, particularly at Key Stage 2. Teachers do not always identify opportunities to develop skills in their plans. As a result of all of these factors, teaching is judged to be unsatisfactory. This is reflected in pupils' progress and below average

standards by the age of 11. Where teachers do plan for and include the use of computers, teaching is mainly concerned with the subject content of the work, missing opportunities for developing skills. Insufficient use is made of information technology to support learning in other subjects. For example, pupils do not use equipment to monitor external events such as temperature or noise. A visiting specialist teacher has worked effectively with older pupils on spreadsheets and a graphic artist worked with Year 5 pupils to create a school web site.

63. Pupils have good attitudes to the subject and are enthusiastic to work at the computers. They behave sensibly when using equipment, try hard and are eager to learn. They talk animatedly about the subject and this reflects their keen interest.
64. Since the school was last inspected, there have been recent good improvements to the quantity and quality of resources. In response to the weakness identified in 1996, in relation to the lack of a scheme of work, the school has recently adopted a national scheme of work, which provides a very effective planning structure for teaching and learning. A good system for assessing pupils' skills has also been introduced recently and this has good potential to support pupils' progress. The subject manager produced a detailed action plan, to implement the policy and scheme and plans have been made to train all classroom staff, including support staff.
65. There is also an after-school club for two pupils in each Key Stage 2 class and Year 6 pupils have opportunities to work in the information technology suite at their receiving secondary school. All of these experiences are worthwhile and play a part in supporting pupils' information technology capability and increasing their enjoyment of the subject.

Religious education

66. Standards of attainment at the end of both key stages are broadly in line with the expectations of the Leeds Agreed Syllabus. Since the last inspection report, standards have been maintained throughout the school.
67. By the end of Key Stage 1, pupils have a satisfactory knowledge of stories from the Bible and understand that these stories have a deeper meaning. They know about the events in the life of Christ and explain about major Christian festivals. Pupils learn about the Christmas story and know that we get gifts at Christmas because of those that Jesus received. They have some knowledge of major events in other world faiths and recognise that there are differences between their own religious customs and those of other faiths. They study Hinduism and when learning about Diwali produce written work and a range of attractive work in art and design and technology.
68. At the end of Key Stage 2, pupils' knowledge of Christianity is satisfactory. They have a wider knowledge of stories from the Old and New Testament and begin to recognise that there is a deeper meaning. They recognise that Christianity affects the way that Christian believers live and understand that people have to make choices. For example, when considering the story of The Feeding of the Five Thousand pupils consider how they would have felt in that situation and whether they would have given away their food. Knowledge of names and uses of artefacts and symbols of the Christian church are satisfactory. By Year 6, pupils have a satisfactory knowledge of customs associated with different religions, such as Judaism. They appreciate that people follow different faiths and most begin to understand the religious beliefs of others.
69. Pupils, including those with special educational needs and those with English as an additional

language make satisfactory progress over time in developing their knowledge and understanding. Progress in individual lessons is sometimes good, particularly when linked to their own lives. In all lessons, pupils explain satisfactorily what they have learned and generally respond well in class discussions, which promotes their progress well.

70. Pupils' attitudes to learning across the school are mostly good. Pupils listen attentively and are keen to respond to teacher's questions. Most are tolerant of the opinions of others and are interested to learn about the differences in religious practice and belief. Pupils work well together when they are required to share materials or to join in discussion. Occasionally at the end of longer lessons a few pupils in upper Key Stage 2 lose concentration and do not participate well in activities or discussions.
71. The quality of teaching is satisfactory, overall, and often good in individual lessons in both key stages. Teachers have secure subject knowledge of Christianity and of some other world faiths. Lessons are well planned and relevant and include many good opportunities to link learning to pupils' own lives. For example, when studying the Nativity, Year 2 pupils discussed how Mary prepared for the Baby's birth and how they will prepare to celebrate it. Teachers question well to extend pupils' thinking and constantly encourage and support pupils. In one very good lesson, the teacher used music and reflection to create a good learning ethos.
72. The new subject manager has been well prepared for her role and, although inexperienced, she has already made a significant impact on the subject. She has produced a new scheme of work, in line with the new local syllabus and an action plan for its development. This is an improvement since the last inspection and provides for greater consistency in the teaching of the subject. There are adequate resources to implement the scheme, enhanced by visits to a local church. The subject manager monitors plans and pupils' work, but has not yet checked work within the classroom. There are occasional visits to a synagogue and older pupils have visited a mosque, when studying Islam.

Art

73. At ages seven and 11, most pupils produce work, in both two and three dimensions, that is satisfactory for their ages. In lessons, progress for all pupils, including those special educational needs, ranges from good to unsatisfactory, dependent on the quality of teaching. A detailed scheme of work, introduced since the last inspection reflects good planning for pupils to experience a wide range of art skills and learn about different artists as they get older. However, lesson time is very limited and does not allow these potentially very good experiences to be developed effectively enough. This situation reflects a decline in provision since the school was last inspected.
74. Although some pleasing artwork has been produced at Key Stage 2, the impact on pupils' progress of potentially good lessons and experiences is significantly reduced because lessons are too short. This prevents pupils building upon skills and knowledge that they have already gained and progress, therefore, is unsatisfactory. For example, some Year 5 pupils mixed watercolours and others practised drawing Greek designs, which they then transferred onto a polystyrene tile to use as a print template. However, lesson time ran out before the first group could use their colour mixing skills in any artwork and the second group did not even have time to complete their imprint on the tile. Similarly, in a Year 6 lesson, on developing perspective in drawings, the pupils made good progress in following the teacher's clear instructions, but many were unable to progress beyond this and practise the new skill in their own work because the lesson ended, even before their initial pieces were complete. At the age of 11, most pupils cannot discuss any artists, various styles and traditions in art or explain different techniques.

75. Progress is at least satisfactory at Key Stage 1 and some good progress was seen in lessons at this key stage, which are longer than lessons at Key Stage 2. Year 2 pupils, for example, learn how different artists and sculptors have represented angels over time. In discussion, they identify common features and differences and then use what they have noticed to produce their own angels. In this work, they show good creativity in choosing and using a range of materials to produce individual models. Although most pupils made a good start on this work, many were unable to complete their angel by the end of the lesson and were noticeably disappointed that they had to wait another week to do this. Other Year 2 pupils work with clay to make candleholders and develop skill in manipulating this material and learning about its properties. They show creativity in using tools to mark and imprint patterns on their finished pieces. Year 2 pupils have also experienced weaving, using card, string, paper and weaving sticks in this process.
76. Overall, the pupils have good attitudes to art and, in discussion, many say that they look forward to these lessons. They talk animatedly about the experiences they have had, which have obviously made a lasting impression. For example, Year 6 pupils vividly remember working with Andy Goldsworthy to make sculptures from natural materials such as flowers, grasses, foliage, stones and twigs and they also recall experiences of completing abstract art, though they do not use this word to describe it. Pupils try hard to produce work of good quality and show pride in their finished work. Their behaviour is good and they show appreciation for the work produced by their classmates and offer help and support for friends who are, for example, experiencing difficulty with a technique. Occasionally, pupils at Key Stage 2 do not apply themselves as well as they could because the tasks are not particularly stimulating (since they are tailored to fit a short lesson time) or techniques and expectations have not been explained clearly enough by the teacher.
77. The quality of teaching is satisfactory, overall. It is good, overall, in Key Stage 1 and satisfactory, overall, in Key Stage 2. Where teaching is at its best there is a good balance between developing pupils' knowledge and understanding of artists and art from different times and cultures and providing good opportunities for pupils to develop skills and show creativity in practical tasks. This effectively promotes their progress. Overall, teachers' subject knowledge is at least satisfactory, but they do not have enough time in lessons to use this sufficiently well to promote pupils' progress and the impact of good teaching is reduced. Where teaching is less effective, there are some weaknesses in teachers' subject knowledge, explanations to pupils are unclear and the teacher controls the outcomes of tasks too rigidly.
78. The subject manager has very good expertise and a clear philosophy about the contribution that art can make to pupils' development. She has produced a good scheme of work, which includes clear progression of knowledge, skills and understanding. There is an after-school art club for pupils in Years 3 and 4 and this helps to support the skills of the small number who attend. The practice of withdrawing pupils from art lessons for additional teaching in English is unsatisfactory, however, and limits their progress in art, because they do not have any opportunity to make up the work they miss. Occasionally, some good links are made with mathematics; for example, Year 2 pupils had to construct their own cone or cylinder to act as a base for their angels.
79. Pupils' enjoyment and understanding of art is enriched by the opportunities they have to visit art galleries and by the school's very good provision for inviting artists into school to work with groups of pupils. For example, Key Stage 1 pupils worked with a sculptor to produce three-dimensional figures using reclaimed materials such as beads, pipes, wheels and wood. At Key Stage 2, visiting artists have included sculptors and an artist who helped pupils produce paintings on silk and these experiences are remembered with enjoyment by the pupils.

128. **Design and technology**

80. Since the previous inspection, the school has introduced a scheme of work to support the teaching of design technology. This provides for satisfactory progress in both key stages.
81. At the end of Key Stage 1, pupils make a card with moving parts and decide which are the most appropriate fasteners to use. Others use techniques of paper folding to make a pop-up card. They begin to use tools carefully and to cut accurately. Year 2 pupils satisfactorily follow their designs to make a candleholder with clay. They use appropriate tools well to draw the patterns on the holder and test the holder for strength and size. Some pupils talk confidently about ways to improve their product.
82. Pupils develop their designing, making and evaluating skills satisfactorily in Key Stage 2 and at age eleven are confident in their work. They plan, design, test and evaluate at a similar level to most other pupils of the same age, such as when building bridges and then discuss ways to improve their products. Pupils sometimes work on group tasks, for example, when Year 5 pupils learn how to be designers. They work in groups to plan the information they need to find out about the product (a range of table lamps). They draw the product and label the parts to indicate the materials, joins and switches.
83. Pupils make satisfactory progress, in both key stages, in combining their design and making skills with knowledge and understanding to design and make products using a range of materials. They measure, mark, cut and join with increasing accuracy. They make satisfactory progress in using appropriate vocabulary to discuss and evaluate their work. However, the present timetable organisation of giving a high priority to English restricts their progress in being able to use their skills in a range of practical situations.
84. Attitudes are good. Pupils work well together, sharing materials, tools and ideas. Behaviour and relationships are good. Most settle promptly to tasks and show an interest in each other's work.
85. Although a limited amount of teaching was seen, it was of good quality. Teachers are secure in their subject knowledge and use technical language appropriately. Lessons are well planned and objectives are clear. Praise is used well to raise self-esteem and there are high expectations of behaviour. Questioning is used appropriately to generate ideas and promote discussions. Where teaching is very good the teacher's subject knowledge is very good; pupils are used very well to demonstrate techniques and expectations. Time limits are clearly set and there is continual support to ensure that time also includes opportunities to improve their work. Pace is very good.
86. The subject manager has worked hard to ensure that there is an appropriate scheme of work to ensure continuity and progression of skills and to support teachers in their planning. There have been some opportunities to monitor planning and teaching of design and technology, although the subject does not have a high priority in the school at the present time. The assessment procedures, recently introduced, are effective and indicate individual progress in skills. Resources are satisfactory and accessible.

135. **Geography**

87. During the inspection, no lessons were seen in geography. Evidence was obtained from a scrutiny of pupils' books, a study of teachers' plans and discussions with pupils.

88. The school has maintained the quality of provision identified during the last inspection. At the end of both key stages the standard of work achieved is similar to that of other pupils of the same age. At Key Stage 1, pupils successfully identify physical features of places, such as houses, roads, churches, parks and playgrounds. They undertake fieldwork in the local area and successfully draw simple maps of the classroom, the school grounds and routes around school. They follow directions such as left and right and up and down with confidence. In studying weather, pupils can correctly identify different kinds of weather, as well as recognising the effects that weather has on people. They study a contrasting locality in Aberford and successfully compared it with Belle Isle, confidently identifying differences in housing, landscape and traffic. Pupils readily discuss the unattractive features of the environment and they show a particular concern for the problems caused by litter.
89. At Key Stage 2, many pupils are confident in identifying towns and countries on an appropriate range of maps, although a significant minority show less confidence when working with maps of Europe and the World. Many use grid references and co-ordinates successfully, to locate particular features on those maps. Pupils have studied a number of contrasting locations, including Otley and towns in Kenya and are confident in comparing features, such as landscape, houses and shops, with those found in Leeds. They identify different kinds of weather recording instruments and explain how they are used. Pupils in Year 4 show a particular interest in rivers, such as the River Wharfe and they name other important rivers, such as the Thames and Nile. They are less confident in naming features of rivers, such as source and tributary. Pupils show a concern for the environment, expressing particular concern for the problems caused, for example, by pollution and suggest ways in which the environment can be preserved and improved.
90. As they move through the school, all pupils, including those with special educational needs and EAL, make at least satisfactory progress. Through the school, pupils are introduced to a growing range of contrasting areas and pupils are increasingly confident in identifying differences in such things as housing, landscape and weather and in locating places on maps.
91. Pupils' attitudes to work are good. They find the subject interesting and talk with particular enthusiasm about the fieldwork they have undertaken around the school, as well as in Aberford and Otley. They take considerable care with their work, producing neat and well presented writing, drawing and maps. Presentation has improved considerably since the last inspection.
92. On the evidence of work and discussions, the quality of teaching is judged to be at least satisfactory. Work is well planned, and teachers have a secure knowledge of the subject. A variety of activities are provided for pupils, including fieldwork, and an appropriate range of resources is used. The quality of pupils' work suggests that teachers provide clear instructions and support and encouragement throughout. Teachers generally mark work thoughtfully and helpfully.
93. A new scheme of work is now in place to ensure full coverage of the curriculum. The lack of a scheme of work was identified as a shortcoming during the last inspection. Assessment opportunities are listed in teachers' planning and a range of information is provided and recorded. This information is used to help plan appropriate future work for pupils. The subject manager receives plans of the work to be undertaken and also monitors samples of pupils' work but, as yet, has had no opportunity to observe classroom teaching. Written work undertaken contributes appropriately to the development of literacy skills and some activities, particularly in relation to co-ordinates, successfully support the school's work in numeracy. Pupils' cultural development is extended through the study of life in Kenya.

History

94. The school has maintained the quality of provision identified during the last inspection. Pupils' work is of good quality. At Key Stage 1, pupils know many details about the past. Through looking at pictures, photographs and artefacts, they successfully identify changes that have taken place in such things as toys, clothing, houses and household implements. Pupils study household artefacts, such as irons, baths and hot-water bottles and develop a good understanding of chronology by sequencing these items in date order. At age seven, pupils know many details of life in castles and successfully compare living conditions then, with those found today. Pupils have a good knowledge of a number of famous historical figures, such as Guy Fawkes, Florence Nightingale and Louis Braille, as well as important past events, such as the Great Fire of London. They use an appropriate range of historical terminology, when discussing their work.
95. At Key Stage 2, pupils know much information about a wide range of historical periods. They study the Ancient Egyptians and the Ancient Greeks, as well as the Roman and World War 2 periods of British history. They discuss confidently many aspects of those times, such as lifestyles, living conditions and, where appropriate, religious beliefs and explain some of the differences that distinguish those periods. Pupils also display confidence in placing those periods in a proper chronological framework. They further develop their historical skills and knowledge, by concentrating on particular aspects of work. For example, pupils in Year 5 identify aspects of Greek architecture and its effect on building in Britain and pupils in Year 6 study various documents, such as the diary of Anne Frank, to find out how the Jews were treated during World War 2. Pupils throughout the key stage explain with some accuracy important events that have taken place, for example, the rebellion led by Boudicca and the Blitz and they can confidently recall the lives of famous people, such as Tutankhamen and Adolf Hitler.
96. Pupils, including those with special educational needs and those with EAL, make good progress as they move through the school. Pupils at Key Stage 1 discuss aspects of the recent past, successfully comparing them with similar aspects today and pupils at Key Stage 2 describe features and events more distant in time. Through studying a wide range of historical periods, pupils become more competent in identifying change, as well as more secure in their understanding of chronology.
97. Pupils' attitudes are good, typified by enjoyment and curiosity. They show great interest in the topics being studied and they are keen to be involved with all aspects of the work. They listen carefully, many answer thoughtfully and they generally set about their tasks with zeal. They study books, videos, photographs and historical artefacts with great enthusiasm and concentration and this greatly enhances the progress they make. They work readily with other pupils, sharing information and discussing ideas. Work is well presented.
98. The quality of teaching is good. Teachers have good subject knowledge and planning is good. They make good use of questioning, to make pupils find their own answers and have high expectations of their pupils. Resources, such as artefacts, books, timelines and videos are used well. Teachers use a variety of strategies in their teaching and good use is made of visits to such places as Skipton Castle, to stimulate pupils' interest in the subject. Work is carefully marked, with many useful comments of encouragement and advice being given. Teachers provide colourful and stimulating displays of artefacts and pupils' work to enhance the quality of the learning environment. Good use is made of classroom assistants to support the pupils in their work.
99. Since the last inspection, a good scheme of work has been implemented and planning is detailed.

The subject manager monitors teachers' plans and pupils' work but does not yet support teaching in the classrooms. Information gained from good assessment procedures is used to help plan future work. History successfully supports the development of pupils' literacy skills, providing pupils with opportunities to talk and write about what they have learned. Pupils develop their skills in information technology, through finding information on CD-ROM, such as in work on Egypt. Work makes a significant impact on pupils' cultural development, through the study of aspects of both their own and other cultures.

148. **Music**

100. There has been a big improvement in music since the last inspection. A new scheme of work and good quality specialist teaching in both key stages mean that pupils are now making at least satisfactory progress through both key stages in all aspects of the subject. Progress for pupils with special educational needs is satisfactory in both key stages and they work at similar levels to other pupils of the same age. Progress in lessons is frequently good, but the time allowed for lessons limits the opportunity to consolidate this over time. Higher attaining pupils make good progress when playing a tuned instrument. At ages seven and eleven, pupils work at similar levels to others of the same age, which is an improvement since the previous inspection for those in Key Stage 1.
101. At both key stages, singing is sweet and tuneful and pupils are quick to learn new songs. At the end of Key Stage 1 most pupils have a sound understanding of pitch and rhythm. They play simple rhythms on a variety of percussion instruments following simple notation. They enjoy listening to music and sing a suitable repertoire of songs, including nursery rhymes, from memory, tunefully and with enthusiasm. At the end of Key Stage 2, pupils sing with clear diction and are developing an awareness of the importance of dynamics when singing or playing instruments. They know the terms crotchet, minim and quaver and apply these symbols with reasonable accuracy to a song when composing. They play a wide range of percussion instruments sensitively and higher attainers have opportunities to play the trumpet or the violin. Pupils listen to and evaluate music by a suitable range of composers. For example, in collective worship, they listen to Handel's "For unto us a boy is born" whilst considering the words of Isaiah. They develop a suitable musical vocabulary.
102. Pupils' response is at least good in all lessons and often very good. All pupils, including those with special educational needs, show respect for the efforts of others and respond well to their teachers. Their behaviour is good and they co-operate well, working collaboratively when required, such as when Year 3 pupils composed a simple piece of music using notation. They enjoy singing and respond well to opportunities to play on their own and share instruments with others. They are prepared to contribute to discussions and offer suggestions.
103. All teaching is carried out by subject specialists and the quality of teaching is good, overall. In Key Stage 2, it is very good and occasionally excellent. In the best lessons, teachers are confident and enthusiastic and this highly motivates pupils. They provide a very good range of activities to stimulate pupils and support and encourage them well. Expectations are very high and pupils respond accordingly. Excellent use is made of classroom assistants to assess and record musical points and information is well used in planning. The use of visiting instrumental teachers is effective in raise attainment for the higher attainers. The practice of one teacher in silently passing a tambourine around the circle at the start of the lesson not only teaches them the importance of silence in music, but also contributes well to the creation of a very good working ethos.
104. Music makes a good contribution to pupils' spiritual social and cultural development. Pupils have

regular opportunities to attend musical concerts organised by the City of Leeds on Saturdays and there are close links with Opera North who hold workshop days in school. These events greatly enrich the curriculum.

153. **Physical education**

105. The school has maintained the quality of provision identified during the last inspection and work observed is similar to that of most other pupils at ages seven and eleven. At the end of Key Stage 1, pupils confidently perform basic gymnastic actions and run, chase and dodge enthusiastically, being aware of space and other pupils. They roll, pass and catch a ball, working with a partner, sometimes whilst travelling around the hall. Pupils in both key stages successfully develop a sequence of movements in dance and gymnastics and then practise and repeat them.
106. At Key Stage 2, pupils move confidently in gymnastics, developing their skills appropriately and successfully introduce the element of stillness into their work. Pupils satisfactorily develop their dance skills, by varying shape, size, direction and level, when expressing their feelings in response to music. Pupils confidently take part in small-sided games and develop their ball skills. They attend weekly swimming lessons, during Year 4 and, at age eleven, the vast majority swim 25 metres. Pupils in Years 5 and 6 develop their outdoor skills, on a visit to Ingleborough Hall.
107. Pupils, including those with special educational needs, make satisfactory progress, overall, as they move through the school. They show increasing control over their body movements and in dance and gymnastics introduce quality and poise into their movements. In games, pupils show an increasing confidence in passing and receiving a ball and they become more accurate in their performance. Pupils regularly plan sequences of movements and, in practising and refining them, they make appropriate progress.
108. Pupils' attitudes to physical education are good and sometimes very good. They participate with great enjoyment, listening carefully to instructions, and following safety rules. Their behaviour is never less than good and they work well in all activities, trying hard to improve their performance. Pupils show particular confidence in developing and performing routines and they take a pride in the quality of their performance. Pupils work well alone and with other pupils when required to do so.
109. The quality of teaching is always at least satisfactory and often good. Lessons are well planned and organised, with good emphasis on safety. Instructions are clear and supportive help and advice are continuously provided. All members of staff change appropriately for lessons and they join in and demonstrate for pupils. Relationships are very good. Teachers often use pupils to demonstrate good practice, but opportunities are sometimes missed to discuss the good features of the work being done. The pace of lessons is brisk in games and dance, but does slow occasionally in gymnastics when pupils queue to use apparatus.
110. An appropriate scheme of work is now in place and this is an improvement since the last inspection. The amount of time allocated to physical education is very limited, however, and, although all activities are covered during most Years, pupils are normally being allocated approximately only thirty minutes a week for physical activities. The subject manager effectively monitors plans and also pupils' work, by attending a number of lessons. Through a most successful use of classroom assistants, extensive assessment is undertaken and good records are kept, which correctly identify current standards and show progress in the range of physical education skills. Activities involving counting and measuring give support development of numeracy skills. The school makes satisfactory arrangements for the provision of extra-curricular

activities for older pupils, such as rugby and dance. The school regularly takes part in a variety of competitive sporting events within the Family of Schools.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

111. The school was inspected for a total of 24 inspector days by a team of five inspectors.

- During this time they observed 92 lessons or parts of lessons for a total of 67 hours.
- They heard a total of 42 readers for a total of 7 hours and talked to others about their work.
- They attended registrations, assemblies and observed playtimes and lunch-hours for a total of 4 hours 15 minutes.
- Inspectors scrutinised samples of work from books, displays and photographs for the current and previous years for a total of 10 hours and 25 minutes.
- Discussions were held with teachers, non-teaching staff, governors, parents and visitors to the school, such as the education welfare officer.
- All available school policies, schemes of work, planning and assessment documents, registers, teachers' records and reports to parents were scrutinised, including those relating to the pupils with additional educational needs.
- Minutes and reports of the governing body were examined.
- All planning and financial documents were scrutinised.
- A meeting was held with parents prior to the inspection and 28 responses to the parents' questionnaire were analysed.

161. DATA AND INDICATORS

161. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	376	11	136	211
Nursery Unit/School	22.5	0	7	N/a

161. Teachers and classes

161. Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	17.6
Number of pupils per qualified teacher:	21.36

161. Education support staff (YR – Y6)

Total number of education support staff:	18
Total aggregate hours worked each week:	428

161. Qualified teachers (Nursery class)

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	22.5

161.

Education support staff (Nursery school, classes or unit)

Total number of education support staff:	3
Total aggregate hours worked each week:	48
Average class size:	26.9

161. **Financial data**

Financial year:	1998/99
	£
Total Income	814,925
Total Expenditure	792,460
Expenditure per pupil	2,026.75
Balance brought forward from previous year	66,090
Balance carried forward to next year	88,555

161. **PARENTAL SURVEY**

Number of questionnaires sent out: 250
 Number of questionnaires returned: 28

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	30	70	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	43	54	0	4	0
The school handles complaints from parents well	21	61	14	4	0
The school gives me a clear understanding of what is taught	29	61	4	7	0
The school keeps me well informed about my child(ren)'s progress	36	46	4	14	0
The school enables my child(ren) to achieve a good standard of work	46	50	0	0	4
The school encourages children to get involved in more than just their daily lessons	26	63	11	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	29	64	0	7	0
The school's values and attitudes have a positive effect on my child(ren)	32	50	11	7	0
The school achieves high standards of good behaviour	39	43	11	7	0
My child(ren) like(s) school	54	36	7	4	0

The figures above do not always total 100% because of the effects of rounding

The response should be interpreted with care because of the very low percentage of returns which affects the figures.

Only one parent attended the meeting with inspectors.