

INSPECTION REPORT

HUNSLET ST. MARY'S CHURCH OF ENGLAND PRIMARY SCHOOL

Hunslet

LEA area: Leeds

Unique reference number: 108053

Headteacher: Mr A Saxton

Reporting inspector: Mr M Newell
10638

Dates of inspection: 8th – 11th January 2001

Inspection number: 194968

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: ChurchStreet
Hunslet
Leeds

Postcode: LS10 2QY

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Appropriate authority: The Governing Body

Name of chair of governors: Fr. Paul Greenwell

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10638	M Newell	Registered inspector	English as an additional language. Science. Information and communication technology. Art and design.	What sort of school is it. The school's results and achievements. How well pupils are taught. How well the school is led and managed. What should the school do to improve further.
15181	M Hackney	Lay inspector		How well does the school care for its pupils. How well does the school work in partnership with parents.
18027	S Mawer	Team inspector	Equal Opportunities. English. Design and technology. Music	
10911	C Deloughry	Team inspector	Special educational needs. Mathematics Geography	Pupils' attitudes, values and personal development.
10068	A Wilkinson-Tilbrook	Team inspector	Foundation Stage History. Physical education.	How good are the curricular and other opportunities offered to pupils.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a Church of England Aided Primary school situated in Hunslet, about 2 miles from the centre of Leeds. The school an average sized primary school with 209 pupils on roll. Assessment data shows that children's attainment on entry to the school is below average, with a significant percentage of children having well below average levels of attainment. The percentage of pupils on the school's register of special educational needs is in line with the national average, with a well above average percentage of pupils with a statement of special educational need. The percentage of pupils eligible for free school meals is in line with the national average. The school reflects the ethnic mix of the area that the school serves, and most pupils are of white ethnic origin.

HOW GOOD THE SCHOOL IS

This is a good school with some impressive strengths. Teaching is very good at the Foundation Stage and good at Key Stage 1 and Key Stage 2. By the time pupils leave school they are currently achieving well in relation to their abilities. The provision that the school makes for pupils' personal development is very good, helped by the impressive opportunities to learn through the expressive arts, extra-curricular activities and the outstanding provision for pupils' spiritual and moral development. Throughout the school pupils have very positive attitudes to work and behaviour is excellent. Parents rightly feel proud of the school and the quality of education it provides. The school is led and managed very well. Taking all factors into account, this is a school that is providing good value for money.

What the school does well

- The school ensures that pupils of all abilities fulfil their potential and achieve well.
- Standards in art and design, geography, music and physical education are above average by the time that pupils leave school.
- The quality of teaching and curriculum provision is very good at the Foundation Stage and good at Key Stages 1 and 2.
- The pupils' attitudes to school are very good and their behaviour is excellent.
- Provision for pupils' personal development is very good overall with outstanding provision made for pupils' spiritual and moral development.
- The quality and range of extra- curricular activities are excellent.
- Very good procedures are in place to ensure pupils' welfare and well being.
- Good provision is made for pupils with special educational needs.
- The school is led and managed very well by the head teacher.

What could be improved

- Standards in writing at the end of Key Stage 2 and some elements of information and communication technology at the end of both key stages are unsatisfactory.
- Procedures to monitor the quality of teaching and learning are not rigorous enough.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection. Standards have been maintained and some areas of the curriculum have improved. The quality of teaching has improved with a higher incidence of good, very good and excellent teaching. The school has worked hard to address the specific key issues that were identified at the time of the last inspection. The provision that the school makes for children in the Foundation Stage has

improved dramatically. The weaknesses in the teaching and learning in art have been tackled in such a way that art is now a strength of the school. There are still further improvements to be made in the standards of writing and how teaching and learning is monitored. The commitment that all who work at the school and the Governing Body show to raising standards suggests that the school is well placed to continue to improve.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	E	E	E
mathematics	E	E	E	E
science	E	E	E	E

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

The above table shows the school's results at the end of Key Stage 2 in the National Curriculum tests over a three year period against all schools and similar schools. The data shows that the school has attained well below average results in all three subjects when compared to all and similar schools. Although during the last three years the school's results have improved, particularly the percentage of pupils exceeding the average level expected of 11-year-olds, the rate of improvement has been just below the national trend. The cohorts of pupils tested over the last two years have had a much higher than usual number of pupils with special educational needs. Inspection findings paint a more positive picture. The present Year 6 pupils are on track to achieve average standards in English overall, mathematics and science with a significant percentage on track to achieve above average standards. Standards in writing are below average. The good quality of teaching, the very positive attitudes being shown by pupils, and the rigorous target setting that involves the pupils, are the main factors contributing towards the rise in standards and the good progress that pupils of all abilities make. In light of the improvements in standards the targets that the school has set itself for literacy and numeracy in 2001 are not high enough. The school has already recognised this and is currently addressing the issue. The targets for 2002 are at a high enough level and reflect the fact that the school is on track to achieve its best ever results in this year. The school attains above average standards in art and design, geography, music and physical education by the time pupils leave school. Standards in all other subjects are at an average level apart from elements of information and communication technology and design and technology, which are unsatisfactory.

Standards at the end of Key Stage 1 are currently above average in English, and at an average level in mathematics and science. Good quality teaching, positive attitudes and sharp target setting are again factors that impact positively on how well the pupils are achieving. Any differences in attainment levels between the key stages can be explained by natural ability differences between groups of pupils and does not indicate a fall in standards. Pupils of all abilities make good progress in most subjects at this key stage and achieve well. Standards in geography and music are above average. Standards in all other subjects are at an average level apart from some elements of information and communication technology and design and technology, which are unsatisfactory.

When children start school attainment levels are below average with a significant percentage of children well below average. By the time the children are ready to begin Year 1 they achieve well and are likely to attain the nationally recommended Early Learning Goals in all areas of learning. The very good and at times excellent teaching together with the high quality learning activities ensure that children of all abilities make very good progress during this stage of their educational lives.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils are always willing to work hard and give of their best. They really enjoy coming to school. The pupils' attitudes towards school, the excellent behaviour and the quality of relationships within the school make a powerful contribution to pupils' learning and the good progress that they make.
Behaviour, in and out of classrooms	Excellent. Standards of behaviour are excellent in class, in assemblies, and around the school. Pupils are polite and courteous to one another, staff and visitors.
Personal development and relationships	The personal development of pupils is promoted in an impressive manner through curricular and extra- curricular activities. Relationships are excellent.
Attendance	Attendance levels are broadly satisfactory with the school doing all it can to ensure that pupils attend school regularly and on time.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
44 lessons seen overall.	Very Good	Good	Good

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

During the week of inspection teaching was excellent in 5 per cent of teaching seen, very good in 21 per cent of lessons, good in a further 45 per cent and satisfactory in 27 per cent of lessons. Only a small percentage of teaching, 2 per cent, was judged to be unsatisfactory. The school has successfully introduced the National Literacy and Numeracy Strategies and this has had a positive impact on raising standards. Teaching for children in the Foundation Stage is very good with some excellent features. Here the vibrant, exciting and challenging learning activities that are provided help children to make very good progress. Examples of good or very good teaching were observed in all classes at Key Stage 1 and Key Stage 2. Most lessons have pace and challenge and leave the pupils wanting to learn more. The overall quality of teaching and the very positive attitudes that the pupils have towards work means that they make good progress and achieve well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum at the Foundation Stage is very good and good at Key Stage 1 and Key Stage 2. The school provides an excellent range of extra-curricular activities and other learning opportunities outside formal lessons, which bring an added dimension to pupils' learning and experiences.
Provision for pupils with special educational needs	Good provision is made for pupils with special educational needs that ensures that they make similar progress to their classmates.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes excellent provision for pupils' spiritual and moral development, very good provision for their social development and good provision for pupils' cultural development. This provision makes a powerful contribution to pupils' personal development. The school places a great deal of importance in promoting pupils' personal development alongside their academic development.
How well the school cares for its pupils	This is a very caring and supportive school where the welfare and well being of all pupils is given a high priority. Very good procedures are in place to promote good behaviour and attendance.
How well the school works in partnership with parents	The school has invested a great deal of energy into looking at ways in which parents can become more actively involved in their child's education. Many parents have responded well, but there are a small number that are not as supportive.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. He is very well supported by the deputy headteacher and a committed staff, all of who share a determination to improve standards.
How well the governors fulfil their responsibilities	Good. The governors fulfil their responsibilities well and are effective in holding the school to account for the quality of education it provides.
The school's evaluation of its performance	Test and assessment data is analysed in an appropriate manner and accurate targets for improvement set. Procedures to monitor the quality of teaching and learning are not rigorous enough to have their biggest possible impact on raising standards.
The strategic use of resources	The school makes very good use of all its available resources to help raise standards. Taking all factors into account the school provides good value for money. The school applies the principles of best value well when purchasing supplies and services. The school makes good use of the individual talents of staff members to enhance pupils' learning.
Staffing, accommodation and learning resources	The school benefits from a very good level of accommodation and has a good level of teaching and support staff. Resources are satisfactory overall, although there are some shortages in reading books.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The fact that their children enjoy school. • The good quality of teaching. • The approachability of staff. • The high expectations that the school sets. • The manner in which the school is led and managed. • How the school helps children to become mature and responsible. • The high standard of behaviour. • The range of activities that the school provides outside of lessons. 	<ul style="list-style-type: none"> • The progress that their child makes. • The amount of homework that is set. • More information about how their child is getting on. • A closer working relationship between home and school.

The vast majority of parents are proud of the quality of education and experiences that the school provides. Inspection findings support the very positive views of parents. The progress that pupils of all abilities make is good. A small percentage of parents feel that the amount of homework that is set and the information that they receive about their child's progress is not good enough. The amount and range of homework tasks that are set are similar to those found in the majority of schools and are therefore judged to be satisfactory. The information about pupils' progress is good. The school has worked very hard to involve parents in the education of their children and is constantly looking at ways to strengthen the partnership between home and school. It has been successful in this but still continues to look for ways in which parents and the school can work together for the benefit of all children.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Inspection findings show that the pupils in Year 6 are attaining average standards overall in English, mathematics and science and above average standards in art and design, geography, music and physical education. A small but significant percentage of pupils are on track to exceed the level expected of 11-year-olds in all these subjects. Standards in writing are unsatisfactory. However, given the fact that the attainment of many children when they start school is below, and in some instances well below the expected level, pupils of all abilities make good progress in most subjects. The school recognises that standards in writing are not high enough at this key stage. It is already addressing the issue by providing additional support for pupils, ensuring that writing skills are taught in a direct and systematic manner and preparing the pupils for tests in a more effective manner. Standards in English, mathematics and science at this key stage have improved over the last three years.
2. In Year 2 the pupils are attaining above average standards in English, and average standards in mathematics and science. Standards in geography and music are above average. The differences in attainment in English between the two key stages can partially be explained by the natural ability differences of the groups of pupils but also by the fact that reading and writing skills are taught effectively, particularly in Year 1. Pupils of all abilities make good progress in most subjects. Standards at the end of this key stage continue to improve. The fact that pupils at both key stages are achieving well owes much to the good quality of teaching, rigorous target setting, the very positive attitudes of pupils, a vibrant range of learning opportunities and the confidence that is instilled in pupils through the school's commitment to the expressive arts. Standards in all other subjects are at an average level at the end of both key stages apart from some elements of information and communication technology, which are below average.
3. Assessment data shows that when children start school attainment levels are below average and for a significant percentage well below average. By the time that pupils are ready to start Year 1 the majority attain the nationally recommended Early Learning Goals in all areas of learning. The children receive a very good start to their education lives in the Reception class. The quality of teaching is very good with some excellent features. The learning activities that are planned are vibrant, exciting and challenging. Assessment is used very well to guide and plan the next steps in children's learning. All these factors help to ensure that children get off to a flying start and that children make very good progress in the Foundation Stage.
4. The National Curriculum tests and assessments for 7-year-olds in 2000 showed that attainment in reading and mathematics was at an average level and that attainment in writing was above average. The school performed particularly well when compared to similar schools as attainment was well above average in reading and writing and above average in mathematics. When results over the three-year period 1998 to 2000 are examined, the performance of pupils was just above the national average in reading, writing and mathematics. During the same three year period girls performed at a higher level than boys in reading and mathematics. The school has already purchased resources that appeal more to boys and targeted additional support to address the issue of different attainment levels between boys and girls. This is good practice as similar findings in the attainment levels of boys and girls were evident during the inspection. Teacher assessments in speaking and listening and science at the end of Key Stage 1 show attainment in speaking and listening to be at an average level, but science to be

below average. Inspection findings paint a more positive picture for both these aspects of pupils' learning. The increased and more challenging opportunities that the school provides for pupils to take part in role play, discussions, and practical, investigative work in science help to explain why pupils are currently attaining above average standards in speaking and listening and average standards in science. The overall picture that emerges at this key stage is that given their low attainment levels when they start school, pupils are achieving well, making good progress and achieving to their full potential.

5. The National Curriculum tests for 11-year-olds in 2000 showed that pupils' attainment in English, mathematics and science was well below the national average. The school did not perform well when compared to similar schools as pupils' results were well below the level found in schools in similar contexts. The test results had shown a similar picture over the last three years with both boys and girls performing below the national average for their age group. Even though the percentage of pupils achieving, and in particular exceeding, the level expected of 11-year-olds had been increasing over the past three years, the overall trend in the school's National Curriculum points for all core subjects was below the national trend. The groups of pupils in 1999 and 2000 had higher than average numbers of pupils with special educational needs. However inspection findings show a more positive picture with standards at the end of Key Stage 2 at a satisfactory level in reading, speaking and listening, mathematics and science. A small but significant percentage of pupils are on track to exceed the expected level for their age group. Pupils are working to their full potential and there is little evidence of underachievement. The National Literacy and Numeracy Strategies have been implemented in an effective manner and are now embedded in school practice. A very thorough analysis of test data has led to practice where individual pupils are set challenging but achievable targets. This is then matched with well-targeted support, which help pupils work towards these targets. The manner in which the school involves the pupils in the target setting process has improved and led to pupils taking a far greater involvement and responsibility for their own learning. All these factors, together with good quality teaching and careful choice of resources to stimulate the pupils have contributed to the improvement in standards. There is still work to be done, particularly in the improvement of writing skills, which are at present unsatisfactory. In light of the improvements in standards, the targets that the school has set itself for literacy and numeracy in 2001 are not high enough. The school has already recognised this and is currently addressing the issue. The targets for 2002 are at a high enough level and reflect the fact that the school is on track to achieve its best ever results in this year.
6. The percentage of pupils on the school's register of special educational need is in line with the national average with a well above average number of pupils that have a statement of special educational need. The high quality of support and encouragement that all these pupils receive within the small groups in the classroom enable them to make good progress as they move up through the school and to attain standards commensurate with their abilities. The individual educational plans are very well written with step-by-step targets and clear specifications for pupil activities.
7. Standards in all elements of the English curriculum are above average at the end of Key Stage 1. In speaking and listening, the pupils benefit from the many opportunities to promote and extend their spoken language through challenging questioning and discussions within lessons. More opportunities for role-play should be provided in Year 2 to build on the very good experiences that are provided to develop pupils' speaking and listening skills in Year 1. In reading, many pupils read with accuracy and fluency because reading strategies, letter sounds and frequently used words are taught in an effective and progressive manner. This is helped, particularly in Year 1, by every effort being made to develop in the pupils a love of books. In writing, pupils are provided with opportunities to write for different purposes. The key factor is that writing skills are taught in a direct and

progressive manner. The teachers concentrate on developing sentence structure, grammar, and spelling and in how to plan and sequence writing successfully. These factors make an important contribution to pupils' high level of achievement.

8. Standards at the end of Key Stage 2 are at an average level in speaking and listening and reading but below average in writing. Drama and role-play make a large contribution to this progress with the performing arts being a real strength of the school. Frequent debates are held on local issues where pupils have to present their own arguments and lead a discussion. More needs to be done by teachers at Key Stage 2 to help pupils extend the range of vocabulary they use and to teach Standard English in more formal situations. In reading, many pupils are on track to be accurate and fluent readers by the time that they leave school. There is clear evidence that pupils are reading with a real sense of expression that adds to the dramatic impact of the text. The pupils can access and locate information from books quickly and accurately. Pupils are not familiar enough with a wide range of authors or writing styles that would develop a deeper understanding of text and impact positively on their own writing style. Pupils write with correct grammar and structure and present their work in a neat and legible manner. However, over time the pupils have not been directly taught the necessary range of skills that would enable them to write good pieces of work for a range of audiences and purposes that include imaginative and expressive vocabulary that captures the attention of the reader. This has already been recognised by the school and is being addressed in a rigorous manner through a more systematic approach to the development of writing skills. Additional time is being provided for the teaching of such skills and pupils are becoming more involved in setting their own targets for improving writing. Early indications show that this approach is already leading to improvements. The picture that emerges at both key stages is that pupils of all abilities are presently making good progress in the development of their speaking and listening skills. Pupils are making good progress at Key Stage 1 in reading and writing. At Key Stage 2 progress in reading and writing is gaining momentum and accelerating but evidence indicates that progress over time has not always been at a satisfactory rate.
9. In mathematics and science, standards are at an average level at the end of both key stages. Given the fact that many pupils start school with below average attainment levels, pupils of all abilities are presently making good progress. Over time this progress has been stronger at Key Stage 1. In mathematics at Key Stage 1 the emphasis on teaching is on the development of pupils' number skills and mental agility. The effective implementation of the National Numeracy Strategy has had a big impact on helping to raise standards. This focus on the development of numeracy skills continues at Key Stage 2 where there is an increasing emphasis on pupils exploring different ways to solve problems and to use and apply their knowledge and skills in other mathematical contexts. The pupils feel confident when carrying out mental or written calculations, and as they get older pupils develop a deeper understanding of decimal notation and more advanced work such as using negative numbers. Pupils use an appropriate mathematical vocabulary to explain their work. However, while satisfactory overall, pupils' skills and knowledge of shape, space and measure are not as secure as their number skills at the end of both key stages. In science, pupils have developed a sound and secure body of knowledge across all elements of the subject and the school has identified the need to further pupils' ability to use this knowledge in a productive and effective manner when making predictions or explaining why things happen as they do in their practical and investigative work.
10. The school places a considerable emphasis on the expressive arts and ensures that pupils systematically develop a range of skills in music, art and design and physical education. The good quality of teaching in these areas, the exciting learning opportunities that are provided, together with the added dimension that is brought to pupils' lives by

taking part in the school's excellent dramatic and musical productions, all contribute to the above average standards that are achieved in art, music and physical education by the time that pupils leave school. Standards in music are also above average at the end of Key Stage 1. Pupils make good progress in art and design, music and physical education because of the good and on occasions very good teaching. In music pupils sing well at both key stages and know and recognise musical sounds and instruments. By the age of eleven pupils are confident appraisers, composers and performers of music. In art and design, pupils are systematically taught a range of artistic skills as they progress through the school. Pupils are provided with many opportunities to work with a range of materials and by the end of Key Stage 2 present pieces of two and three-dimensional work of a good standard. Pupils have a good knowledge of the work and techniques of European and non-European artists. In physical education pupils by the end of Key Stage 2 show high levels of originality in their dance work, good ball skills in sports such as rugby and hockey and attain high standards in swimming. Standards in geography are above average at the end of both key stages. Pupils make good progress in their acquisition of geographical knowledge and understanding and in their acquisition of mapping skills. Standards in history and design and technology are satisfactory at the end of both key stages, and pupils of all abilities make satisfactory progress. Although standards in information and communication technology are satisfactory overall, not enough use is being made of computers to support and further pupils work in other areas of the curriculum. There are also weaknesses in the control and sensors elements of the subject and in exploiting fully the uses of the Internet. Although the progress that pupils make is satisfactory overall, it is clear that progress in these areas of the subject is unsatisfactory.

11. Under the very good leadership of the headteacher, all who work at the school show a real commitment to raising and maintaining high standards. The good quality of teaching and learning together with a more rigorous approach to target setting are just some of the factors that are contributing to the raising of standards. The school shows no signs of complacency and recognises that further improvements are necessary. The willingness of staff and governors to reflect critically on what they do to improve the quality of education that the school provides indicates that the school is well placed to continue to develop and improve.

Pupils' attitudes, values and personal development

12. This aspect is a strength of the school and makes a very positive contribution to the quality of learning and the progress pupils make. This is due to the excellent school ethos created by the head teacher and staff, based on mutual respect, with an emphasis on the development of personal responsibility, in an atmosphere where everyone is valued.
13. Pupils' attitudes towards school and learning are very good. Ninety six per cent of the parents who responded to the questionnaire agree that their child likes coming to school and all agree that the teachers expect the pupils to work hard and achieve of their best. The pupils are keen and eager to come to school and participate enthusiastically in their lessons and to the many extra-curricular activities, which are open to them. They are eager to learn and make progress; for example, a group of less able pupils in Year 6 requested additional mathematics homework and extra tuition time during the lunch hour. In class, the pupils listen very attentively to their teachers and try very hard to carry out their instructions. They participate confidently in discussions and are very willing to answer questions and share their work. In dance and music lessons, for example, pupils, boys and girls together, perform with complete confidence and self-assurance to the rest of the class. Pupils in both key stages settle quickly when set individual tasks in

class and work with interest and high levels of concentration. They accept and enjoy a challenge and persevere when the work is difficult. They take personal pride in their work and their books are neat and tidy.

14. Pupils' behaviour is excellent. The pupils' behaviour in lessons reflects the calm positive approach adopted by the teachers and their good management skills. Movement around the school is quiet and orderly and the pupils show care and consideration for others in the playground and dining hall. The school has adopted various strategies to promote good behaviour, which are all based on a constructive approach, such as positive class rules and a system of rewards. The pupils appreciate the value of these and respond accordingly. Bullying is not regarded as an issue by the parents or the pupils and there has only been one exclusion, due to inappropriate behaviour, during the past three years.
15. The relationships in the school are excellent and pupils' personal development is very good. The school places a high priority on self-discipline and personal responsibility. The adults act as good role models and, as a result, pupils are respectful, friendly and polite to them and to each other. They willingly accept responsibility for many monitorial duties around the school. They can be relied upon, for example, to look after the office or to help with the younger pupils at lunchtime. The Year 6 pupils have elected a class council, which they approach with a very mature attitude, making suggestions for improvements to the organisation of the school, such as the issuing of a licence to play football in the playground and a rota of referees. These ideas that have now been put into practise. The pupils, when given the opportunity, co-operate well together in small groups; for example, organising a stall for the Christmas Fair or Year 4 pupils, collecting data on the litter found around the school for their class project. More opportunities, could however, be created for pupils to take responsibility for their own learning by undertaking their own research in a range of curriculum areas.
16. Attendance is satisfactory at 93.6% but is below the national average. There is no unauthorised absence. Although there are a few pupils who regularly arrive late for school in the morning, most pupils are punctual and lessons start on time. There is an efficient and well-ordered start to the day, and this has a very positive effect on pupils' progress and personal and social development.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching overall is good with teaching in the Foundation Stage being of very good quality. In most lessons the teaching enthuses the pupils and promotes in them a desire to learn new knowledge and skills. This good quality of teaching and the very positive attitudes of pupils have a powerful impact on the good progress that pupils make. Teaching in the Foundation Stage has some excellent features and examples of good or very good teaching were observed in every class. During the week of inspection teaching was excellent in 5 per cent of lessons, very good in 21 per cent of lessons, good in a further 45 per cent and satisfactory in 27 per cent of lessons. Only a small percentage of teaching, 2 per cent, was judged to be unsatisfactory.
18. The National Literacy Strategy is being effectively implemented in all classes and the quality of literacy teaching overall is good. These factors are having an important impact on helping to raise standards. The shared work in most classes is well taught and the summary session at the end of lessons is generally used productively to consolidate and extend learning. Across the school teachers provide opportunities for pupils to discuss the plot, characters and style in books that pupils read. This generates more interest and sustains pupils' concentration for longer periods of time. At Key Stage 1 teachers know how to teach phonics effectively and build on pupils' own language to build a greater awareness of letters, sounds and words. The many opportunities that are provided

throughout the school for pupils to discuss, debate or speak to larger audiences does a great deal to develop pupils' confidence and self-esteem as well as to enhance their speaking skills. Teachers take some opportunities to extend pupils' literacy skills through other subjects. For example in mathematics, pupils in Year 1 make a written record of the information from surveys and graphs. In science in Year 6 they prepare fact sheets on animals and insects and in Year 4, for history they use their research skills to provide a detailed description of a Victorian classroom. However, as yet, not all teachers plan sufficiently for the development of writing across the curriculum or how computers can be consistently used to support and further pupils' learning.

19. The National Numeracy Strategy has also been introduced in an effective manner and this is playing an increasingly important role in helping to raise standards. The quality of teaching is good. Teachers know how to teach basic numeracy skills well. Most lessons have a good structure that involves a whole class activity, group work and a summary session. The opening mental agility activities that are a feature of all lessons are taught well and with a high degree of pace, fun and challenge. This motivates the pupils and sets the tone for the rest of the lesson. Teachers in most lessons are encouraging the pupils to explore and investigate different ways to solve problems and to try out lots of different strategies. This is effective because it means that pupils can learn from each other. The summary session is used well to assess whether stated learning objectives have been achieved and in the best teaching the outcomes of this session are then used to guide and inform future planning. There are examples of pupils using their numeracy skills in other areas of the curriculum, but such opportunities are not promoted or encouraged as often as they could be. In addition computers are not being used as much as they could be to support and enhance pupils' numeracy skills.
20. The quality of teaching in the Foundation Stage is very good and during the inspection some excellent teaching was observed. The quality of planning is very good and helps to ensure that children benefit from a vibrant, exciting and challenging range of learning opportunities across all areas of learning. All staff in the Foundation Stage have high expectations and work very well together in constantly encouraging the children to develop their communication, numeracy and social skills. There are very good opportunities provided for the children to take part in practical and investigative activities and staff are very skilful in encouraging children to explain how things work and why they happen. The teacher and support staff take every opportunity to support children's role-play activities. In the doctor's surgery, for example, adults readily take on the role of patient or receptionist and in doing so encourage the children to extend their imagination and enhance their communication skills. All staff have a very good understanding of the areas of learning for young children and relationships with the children are excellent. The teacher ensures that all staff are effectively deployed and that time and resources are used to have their biggest impact on children's learning. The information that is gathered from initial and ongoing assessments is used in a most effective manner to guide curriculum planning and to ensure that the needs of individual children are met. All these features make a powerful contribution to the very good progress that children of all abilities make.
21. The number of pupils on the register of special educational needs is in line with the national average, with a well above average number of pupils that have a statement of special educational need. The school ensures that all these pupils make good progress by the good quality of teaching and support that is provided. The school has a good level of support staff and targets it to the pupils that need it the most. Support staff work well with the teachers and good liaison procedures are in place so that teachers and support staff can discuss the individual progress that pupils are making. Individual education plans are of good quality because they contain well-written and focused targets that clearly outline the work that pupils are to cover. Teachers often refer to these plans when

planning work and this means that the needs of pupils are met. In most lessons support staff work very effectively with pupils and have established strong and positive relationships with individual pupils. This helps to create an effective learning environment and makes an important contribution to pupils' learning and to the good progress that pupils make.

22. The school has a commitment to developing the expressive arts across the school and this is reflected in the good quality of teaching in these areas of the curriculum. The teachers are very keen to encourage pupils to develop their speaking skills in front of large and small audiences. Many pupils take part in the excellent musical and dramatic productions that the school puts on and do so with a high level of confidence and skill. This ability stems from the many opportunities they are given to engage in role-play, debate, discussion and the fact that all teachers value the contribution that individuals make. Whether it be playing the patient in the doctor's surgery in the Reception class or discussing racism for the older pupils at Key Stage 2 pupils are prompted to articulate their speech or opinions in a clear and concise manner. The manner in which artistic skills are developed alongside knowledge means that pupils achieve well in art and design by the time that they leave school. The teaching of music is another strength of the school. The school has a support assistant who has a real talent for music and she is used in a most effective manner to teach music across the school. She brings an added dimension to pupils' learning with her knowledge and enthusiasm. An added benefit is that teachers as well as pupils learn and benefit from the high quality musical experiences and activities that she provides. In physical education the school brings in a dance specialist to teach dance across the school. The good quality of teaching makes sure that the pupils progress well in this area of the curriculum and the pupils are original and creative in the sequences that they put together. The pupils put what they have learned to good effect both within individual lessons and in the school productions. Individual teachers benefit from working alongside the dance specialist as was seen in an instance where the teacher took a dance lesson in the absence of the dance teacher. Here the teacher took over with a high level of confidence and directly taught specific skills as well as encouraging the pupils to be innovative and creative. The lesson was a success and the pupils thoroughly enjoyed themselves. Teachers show a secure and confident subject knowledge in almost all other areas of the curriculum apart from information and communication technology where not all teachers are confident or have a high enough level of expertise. This means that although the school uses the individual skills of the headteacher and support teacher to directly teach the skills and knowledge to small groups of pupils, not enough use is made of computers to develop pupils' learning in other areas of the curriculum. This impacts negatively on pupils' progress and knowledge. Some elements of design and technology and shape, space, and measures in mathematics are not consistently covered in sufficient depth.
23. The quality of relationships between the pupils and the staff is excellent and makes an important contribution to the very effective learning environment that exists in the school. The pupils feel confident in asking and answering questions and knowing that their views and opinions will be listened to and valued by teachers and classmates alike. The management of pupils is another strength of teaching and teachers always make sure that they have the undivided attention of the pupils before making teaching points. Little time is ever wasted in lessons with resources being well prepared before lessons start and teachers constantly reminding pupils of time deadlines. This results in a good level of productivity from the pupils. Opportunities are sometimes missed to promote pupils' writing skills in subjects other than English. Teachers sometimes opt for pupils filling in simple worksheets rather than writing up an experiment or writing an historical account in their own words.
24. The marking of pupils' work is satisfactory overall but varies between classes. At its best the opportunity is used to outline clearly to pupils what they need to do to improve their

work, but this practice is not as good across the school as it could be. On occasions marking is cursory and does not explain to the pupil why a particular piece of work is of good quality or what improvements are needed. The school has recently introduced the initiative of actively involving the pupils in setting their own targets in literacy and numeracy. This is proving to be successful as it means that pupils are taking more responsibility for their own learning and they are very keen to achieve the targets that they set for themselves. Just over 93 per cent of parents that responded to the questionnaire sent out before the inspection felt that children received enough homework. Parents' perceptions are accurate as the school provides a similar amount of homework to that found in the majority of primary schools.

25. The good quality of teaching and the very good attitudes displayed by pupils are a powerful combination. The quality of teaching has improved since the time of the last inspection with a higher incidence of good, very good and excellent teaching. The school has identified the need for even more rigorous procedures to be put in place to evaluate the quality of teaching and learning across the school. This shows the commitment that the school has to continuing improvement and to help provide the best quality of education it can for all pupils that attend the school.

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

26. The school continues to provide a broad, balanced, relevant and vibrant curriculum for all pupils throughout the school and there have been significant improvements in the curriculum for children in the Foundation Stage.
27. Curriculum plans indicate that all areas of the National Curriculum and religious education are fully covered. The school has recently begun to implement some of the nationally produced schemes of work for the non-core subjects and these are having a beneficial effect on pupils' learning. Improvements in the curriculum for science mean that the subject is now taught effectively to all pupils. There are considerable strengths in the expressive arts with a rich variety of activities in music, art, dance and drama. There are some minor weaknesses in the curriculum for design and technology and in mathematics there is not always enough focus on shape, space and measures. In English there is a weakness in writing with few cross-curricular links and there is a limited focus on information and communication technology in other subjects of the curriculum and in the control and sensors elements of the subject.
28. The provision for children in the Foundation Stage has improved markedly since the previous inspection and planning for the curriculum is now of very good quality. Appropriate emphasis is placed on developing children's skills and knowledge across all areas of learning. The curriculum now fully reflects statutory requirements and ensures that all areas of learning within the Foundation Stage are thoroughly covered.
29. There are very good links with the community. The school is part of Leeds United Study Support Programme and pupils attend regularly in order to develop extended study skills. Links with the local church are very strong. The Parish Priest is also the Chair of Governors and contributes very effectively to the life of the school. The school is part of the "Family of Schools Initiative" and shares technical support for information and communication technology with five other schools. There are close links with the local college and the school has jointly developed a support programme for parents and members of the community.
30. The school provides an excellent range of extra-curricular activities, which enhances the curriculum very effectively. The regular musical and dramatic productions are of high

quality and are a significant strength of the school. As well as a good range of sporting facilities, all pupils have the opportunity to take part in a wide variety of clubs. Activities include line dancing, computers, gardening, choir, dance, cross-stitch, maths games, homework club and art. Regular visitors into school enhance the curriculum, and pupils are taken out on a wide variety of visits to places of educational and cultural interest. Older pupils have the opportunity to take part in residential visits to France and the Yorkshire Dales. All these activities have a very positive impact on pupils' learning.

31. The school is very effective in the way that it supports pupils' personal development. This was an area of strength in the previous inspection and the high standards reported have been maintained. Staff provide very good role models for pupils and there is a very strong emphasis on pupils developing self-confidence and high self-esteem. The planned provision for the development of pupils' personal, social and health education is good. Through the excellent relationships in the school and the provision of circle time within the curriculum pupils confidently share their ideas and feelings and develop an understanding of the needs of others. In accordance with the school's policy, good provision is made for sex education and for pupils to be made aware of the dangers of drug abuse. The school makes good provision for pupils with special educational needs. Pupils benefit from good levels of support and teaching. The special educational needs co-ordinator has written good quality individual education plans for the pupils and teachers and support staff implement these plans in an effective way. The plans play an important part in the progress that pupils make because they set targets that are clear and concise, but are also challenging and achievable.
32. Provision for pupils' spiritual and moral development is excellent. Assemblies are held in an atmosphere of quietness and calm and provide excellent opportunities for pupils to reflect on events and experiences relevant to them. Prayer is an integral part of the school day and pupils bow their heads in reverence as they share their own special prayer with others. The expressive arts are a major part of the life of the school and high quality drama, music and dance lessons provide opportunities for pupils to express themselves sensitively and with confidence and maturity. Very effective planning and support ensures that the youngest pupils learn to consider the consequences of their own words and actions. Circle time provides excellent opportunities for pupils to discuss the importance of co-operation and caring for each other. Every opportunity is exploited for older pupils to learn about moral issues through history and religious education and to explore these in debates in English.
33. Social development is very good. The school encourages pupils to take responsibility for themselves and others; older pupils support younger ones and answer the telephone and act as receptionist at lunch time. The school is developing a school's council with Year 6 currently trialling this as a class council. Meetings are held regularly and minuted and pupils discuss successes and disappointments with regard to their initiatives and any changes in their responsibilities. There are a number of charities that the school supports and pupils have raised funds for a needy school in Uganda.
34. Cultural development is good. Pupils celebrate their own culture through art, drama and music and their own high quality productions. There are numerous visits to the theatre, museums and other local and national places of interest. Theatre companies, artists and musicians also visit the school regularly. The school works hard to ensure that pupils are prepared for the diverse society in which they live and there is a clearly structured anti-racism programme. Pupils learn about other cultures through the worship programme, which includes assemblies on different faiths. Older pupils have visited a Sikh temple and a Jewish Synagogue and Year 6 have an annual residential visit to Normandy. However, there are few visitors from other countries and faiths and few multicultural resources or displays throughout the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The level of pastoral care and support that is provided for all pupils, including those with special educational needs, is very good. Pupils learn in a loving and very supportive Christian environment that results in the school's warm and happy atmosphere. Parents hold the school in high regard and speak glowingly of the care and support that their children receive. All staff and adults in the school know pupils well and are committed to their safety and welfare. Teachers and support staff are very positive in their response to the individual, physical and emotional needs of all pupils. Through the good provision for personal and social education pupils are alerted to the importance of taking care of themselves.
36. The school's procedures for monitoring Child Protection issues are very good. Since the last inspection a formal policy for Child Protection has been produced. A Key Stage 2 teacher is the named designated person with responsibility for this important area of pupils' welfare, and he attends all case conferences. All staff have attended a training course, and the head teacher meets regularly with lunchtime supervisors to ensure that any pupils giving cause for concern are well monitored and supported. The school works closely with the education welfare officer. Good and up-to-date personal records are kept for all pupils and these are regularly monitored and amended. The Health and Safety policy is closely followed, with a Key Stage 1 teacher and governors taking responsibility for its implementation. A formal risk assessment of the site is completed regularly. In addition the caretaker and staff are vigilant in their informal monitoring of potential safety hazards which are well recorded. During lessons and whilst outside in the playground pupils are constantly made aware of safe practices and the safety of others. Good procedures are in place for First Aid with a number of qualified First Aiders on site and the school holds regular fire drills when the building is evacuated.
37. Very good procedures are followed for monitoring and recording attendance. Registers are well monitored on a daily basis and any unauthorised absence and lateness is quickly followed up. Pupils and their parents receive much encouragement to be good attendees and pupils are rewarded with certificates and praise. Very good procedures are followed for monitoring and promoting good behaviour. Throughout the school staff are consistent in their approach and have high expectations. This results in the very impressive way in which pupils behave in lessons and move around the school. Pupils are regularly rewarded for good work and behaviour with praise, "pupil of the week" awards, stickers, golden time and letters home to parents. The school pays close attention to the elimination of bullying or oppressive behaviour between pupils. All pupils, including those in the Reception class are well supervised in the playground and good procedures are followed to ensure their safety and welfare. Induction arrangements are good with a number of visits and meetings, including a home visit, to ensure that children settle into school quickly. Transfer preparations and procedures are satisfactory with the school ensuring that the receiving school receives all the necessary documentation and that pupils are provided with sufficient opportunities to visit their next school. This is particularly important as the pupils in Year 6 transfer to a number of different secondary schools.
38. The school has continued to develop and improve further the effective assessment procedures that were in place at the previous inspection. National Curriculum and other test scores are now analysed thoroughly to identify any areas of weakness in the teaching and learning. Pupils' test scores are also carefully tracked in order to provide additional support for pupils who are not doing as well as they could be and to set individual targets in English and mathematics. The pupils themselves are becoming

increasingly involved in setting their own targets for improvement. These targets are also shared with their parents. This is having a positive impact on pupils' learning and the standards that they are achieving. It also is another example of the way in which the school is constantly looking at ways in which it can get parents actively involved in the education of their children. Assessment procedures in other subjects of the curriculum although satisfactory overall have not yet been embedded sufficiently in school practice to have their biggest impact on pupils' attainment and progress.

39. The marking policy is closely linked to assessment. In the best examples of marking in Year 1 and Year 6 the principles of the policy are used very well to inform pupils of what they have achieved, how they might improve their work and what they should focus on next. However the policy is not yet being used consistently through the school and some marking by teachers adds little to the assessment process and the improvement of pupils' work. The school is gradually developing portfolios of assessed pupils' work to give examples of each level of attainment. These are assisting teachers in making accurate assessments.
40. Good procedures are used to monitor the personal development of all pupils. 'Circle time' is used by staff to informally monitor the progress pupils are making. Recently the school has introduced a more formal grading system that assesses the social and emotional development of the pupils and this information is passed on to the parents in the annual reports of pupils' progress.
41. The recent introduction of an assessment calendar has added positively to the development of a well-structured approach to assessment. It will be important for the assessment co-ordinator to ensure that the identified procedures are rigorously implemented and that the information accumulated is then used to guide and inform future planning to help the identified rise in standards continue.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. A good partnership has been established with parents who are welcomed and encouraged to be involved in the life of the school and in their children's' education. From the time when children join the Reception class the school works hard to promote the partnership of parents in their children's learning. Although most parents are full of praise for the education provided and support the work of the school well, there are some who as their children move up the school show limited interest and a reluctance to be involved. A number of parents provide valuable help with productions and assist when pupils are taken out on visits, but few parents help regularly in classrooms. A few parents attend the homework club with their children, and there are regular opportunities for parents to attend assemblies.
43. The majority of parents agree that their children make good progress, and feel that the school is very approachable. Many parents make a satisfactory contribution to pupils' learning at school and at home by listening to them read and assisting them with homework tasks. This makes a positive contribution to pupils' progress and achievements. Parents of pupils with special educational needs are kept well informed about their progress and they are invited to attend all review and assessment meetings. The school works hard to try to involve parents in their children's individual education plans.
44. The quality of information for parents is good and most parents feel that they are kept well informed. Parents are invited to complete regular questionnaires to enable the school to target areas where communication could be improved. The headteacher sends

regular helpful and friendly newsletters to parents providing them with a good amount of information about activities and organisation. In addition a variety of helpful booklets are provided such as one entitled 'The Way Forward' which assists parents to help their children at home. The school has a good system of alerting parents by letter of any problems, and also informs them of pupils' successes and achievements. Pupils in Key Stage 2 have a 'Patch Book' which is used to record homework and a clear timetable, but limited use is made of this as a means of communication between home and school. All pupils have a Reading Diary, which contains their own literacy and personal targets. Regular consultation evenings are held when parents have the opportunity to discuss their children's progress with teachers. Although the school pays good attention to encouraging parents, curriculum evenings are not always well attended. In partnership with Park Lane College the school has set up a good on-going joint training programme for parents. There has been a good response from a small number of parents who are involved in courses on family literacy and numeracy, parenting skills and behaviour management.

45. The prospectus and the Governors' Annual Report to Parents meet the statutory requirements, and provide a good amount of information about organisation and the curriculum. The annual reports to parents are good and meet the statutory requirements. Helpful information is included about personal and social skills and target setting, but there are some inconsistencies in the clarity of information about progress in all subjects.

HOW WELL IS THE SCHOOL LED AND MANAGED

46. The headteacher provides very good leadership. He has set a clear and accurate agenda for school improvement that has resulted in standards improving and he has made a significant contribution to the fact that throughout the school pupils are achieving their full potential in most subjects. The manner in which the headteacher tackles identified weaknesses is impressive. This can be seen in the way in which weaknesses identified at the last inspection were tackled. For example art and the Foundation Stage were found wanting, but under the guidance of the headteacher these areas have improved to such an extent that they are now major strengths of the school. Under the guidance of the headteacher the school has shown a great commitment to the expressive arts. This has meant that pupils' personal development has been significantly enhanced alongside their academic development. The headteacher shows a steely determination to raise standards further and is very well supported by an effective deputy and a committed staff and Governing Body. There is a real sense of team spirit evident in the school where all staff are ready to reflect critically on what they do in order to provide a better quality of education for the pupils. Teachers, support staff, parents, governors and pupils recognise and value the leadership that the headteacher provides.
47. The senior management team of the school meets on a regular basis to discuss issues that are pertinent to school improvement. These issues are then discussed at full staff meetings where staff feel fully involved in the decision making process, and then effectively put into practice the outcomes of the meetings. The headteacher and deputy headteacher have carried out a number of lesson observations and provided formal feedback to the teachers involved. The school has accurately identified the need for co-ordinators to be more actively and effectively involved in the monitoring and evaluating of teaching and learning. At the present time they do not carry out enough lesson observations or regularly scrutinise pupils' work. This means that the role of co-ordinator is not as effective as it could be in helping to raise standards, tackling weaknesses or disseminating the very good practices that are clearly evident in some classes.

48. The school provides good quality opportunities for the professional development of all staff. All staff attend training courses on a regular basis. These courses are well matched to the needs of the school and of individual staff members. The skills and knowledge that staff gain are then put to good use in the classroom and in turn bring an added dimension and quality to pupils' learning. Examples of this are evident in the training that staff have attended for information and communication technology and art. Both of which have resulted in an improvement in the quality of teaching and provision. All that work at the school have clear job descriptions and this helps to ensure that everybody knows their role in the school and can therefore make an important contribution in helping to bring to life the aims of the school that are articulated in its school prospectus.
49. The school benefits from an effective Governing Body that is successful in holding the school to account for the quality of education it provides. The contribution made by the Chair of Governors is particularly good. He visits the school on a regular basis and forms a powerful partnership with the headteacher in helping to move the school forward. He has an excellent grasp of the school's strengths and weaknesses. Other governors also visit the school on a regular basis and use their individual and professional skills for the benefit of the school. The regular visits that the governors make to school provide them with a good insight into the quality of education that the school provides. The Governing Body is particularly effective in the way in which it is fully involved in discussing and debating policies before they become embedded in school practice. The relationships between the governors and the staff are excellent and this contributes significantly to the team spirit that exists, whereby all associated with the school share a common desire to provide the best that they can for the pupils.
50. The school has made good progress since its last inspection. Standards have either been maintained or improved. The quality of teaching has improved with a higher incidence of very good or better teaching. The strengths of the school that were identified have been maintained. In terms of the key issues that were highlighted, the weaknesses in art and provision in the Foundation Stage have improved to such an extent that they are now strengths of the school. There are still further improvements to be made in the standards of writing and how teaching and learning is monitored. The commitment that all who work at the school and the Governing Body show to raising standards suggests that the school is well placed to continue to improve.
51. The school has a good quality School Development Plan in place that gives an accurate picture of the areas that the school needs to address in order to improve. The plan identifies time scales, costings, success criteria linked to raising standards and effective procedures to monitor progress towards stated targets. Again a strong feature is the manner in which the staff and Governing Body are fully involved in drawing up the priorities and the plan is seen very much as the shared vision of staff and governors.
52. The headteacher carries out a detailed analysis of test and assessment data and then uses the information to set targets for improvement and to set targets for groups of pupils. The staff are fully involved in this process and are well aware of the strengths and weaknesses of individual pupils and what they need to do to improve. In light of the improvements in standards, the targets that the school has set itself for literacy and numeracy in 2001 are not high enough. The school has already recognised this and is currently addressing the issue. The targets for 2002 are at a high enough level and reflect the fact that the school is on track to achieve its best ever results in this year.
53. The day- to- day finances of the school are well managed and the school secretary carries out administrative tasks in an effective manner, which allows the school to run

smoothly. The recommendations of the latest auditor's report have all been fully implemented. The finance committee meets on a regular basis and plays an important role in first setting and then monitoring the school's budget. Good procedures are in place for long and short term financial planning. Careful account is taken of the educational priorities that have been identified in the School Development Plan and spending relates closely to these identified priorities. Monies identified for staff training and special educational needs are used and managed well and have a positive impact on the progress that pupils make. When the school makes major spending decisions on items such as the computer suite, improved library provision or building improvements then the school monitors if there is an improvement in standards or the quality of pupils' learning. The school is very aware of the need to constantly ensure that it is providing value for money. Again with this in mind the impact of, for example, increasing the number of support staff is evaluated against the improvement in the quality of pupils' learning. Teaching and non-teaching staff are used in a very effective manner. The headteacher seldom misses an opportunity to capitalise on the individual talents of teachers and support staff. Specialist teaching takes place in subjects such as information and communication technology, music, dance and physical education. Of particular note is the manner in which the individual musical talents of a member of the support staff are harnessed and used for the benefit of all pupils both within formal music lessons and in the excellent musicals put on by the school. In both instances the quality of teaching and provision brings an added dimension to pupils' academic and social development. The headteacher applies the principles of best value well when purchasing goods and services. Taking all factors into account this is a school that is providing good value for money.

54. The school has a clear staffing structure and there are a sufficient number of appropriately qualified teachers who bring a good range of experience and expertise to the school. All teachers have responsibility for a class and specific subject areas related to their individual talents. A good induction process is in place and well followed, and new staff are linked with a mentor or line manager. The provision of support staff and classroom assistants is good. All are appropriately qualified and work closely with teachers. Good support is provided in all classrooms for pupils with special educational needs and the staff make a valuable contribution to the quality of education provided. The support staff are managed well and feel an integral and valued part of the school team. Procedures to identify and meet the needs of individual pupils are good. All these factors play an important part in the good progress those pupils with special educational needs make. The very good team spirit that is clearly evident in the school shows itself in the manner in which the caretaker, cleaning staff and midday supervisors carry out their roles with a great sense of pride and do all that they can to make the school environment as clean, attractive and safe for the pupils as they can. The caretaker often gives freely of his own time to help with school productions and in doing so has gained great respect from staff and pupils alike.
55. The accommodation is very good. All teaching and storage space is used efficiently. Through the commitment of the caretaker who undertakes a range of additional tasks the buildings are well maintained to a high standard of cleanliness. Attractive displays of pupils' work, pictures and artefacts throughout the school provide a very stimulating and interesting learning environment. There is sufficient hard surface and grassed play areas for the number on roll, and a separate secure play area for the youngest children. The newly furnished library and computer suite are spacious and provide the school with good additional teaching space. Resources for learning are adequate to meet the requirements of the curriculum in all subjects. For music the range and quality of resources are very good. Insufficient reading books are available for pupils in Key Stage 2, and in the Reception class resources for multi-cultural education are limited.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to improve the quality of education that the school provides the Governing Body, headteacher and staff should:

1) Improve standards in writing at Key Stage 2 by:

- directly teaching the necessary skills over time to enable pupils to write sustained, extended pieces of writing that pay sufficient attention to detailed description, characterisation and expressive vocabulary ;
- ensuring that opportunities are fully exploited to develop and enhance pupils' writing skills in subjects other than English.

(paras 1, 5, 18, 27, 67, 70, 73, 85, 98)

2) Improve standards in information and communication technology by:

- ensuring that the necessary knowledge and skills across all elements of the subject are taught in a systematic and progressive manner ;
- providing on-going appropriate in-service training for all staff to enable them to further develop their knowledge and expertise ;
- capitalising on the opportunities to use computers to enhance pupils' learning in all subjects of the curriculum.

(paras 2, 10, 18, 22, 27, 70, 73, 77, 85, 102, 106, 107, 108, 109, 110)

3) Ensure that the senior management team and curriculum co-ordinators have the maximum impact on helping to raise standards by:

- the regular supporting, monitoring and evaluating of teaching and learning in all classes ;
- regularly scrutinising pupils' work and teachers' planning.

(paras 47, 80, 86, 91, 101, 110)

In addition the school should consider including the following less important weaknesses in the action plan:

- making sure that shape, space and measures are covered in sufficient depth in all classes. *(paras 9, 27, 74, 77)*
- making sure that sufficient time is allocated to the teaching of design and technology and that all elements of the subject are covered in sufficient depth. *(paras 27, 93, 94)*
- ensuring that the marking of pupils' work is consistently used as an opportunity to outline to pupils what they need to do to improve their work. *(paras 24, 39, 71, 79, 84, 103)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	21	45	27	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		209
Number of full-time pupils eligible for free school meals		44

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		38

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	14	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	15
	Girls	11	13	11
	Total	27	28	26
Percentage of pupils at NC level 2 or above	School	87(93)	90(90)	84(83)
	National	84(82)	85(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	14
	Girls	12	11	11
	Total	27	26	25
Percentage of pupils at NC level 2 or above	School	87(83)	84(77)	81(90)
	National	84(82)	88(86)	88(87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	16	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	9
	Girls	11	11	11
	Total	17	17	20
Percentage of pupils at NC level 4 or above	School	57(50)	57(43)	67(47)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	7
	Girls	10	10	10
	Total	16	16	17
Percentage of pupils at NC level 4 or above	School	53(53)	53(57)	57(57)
	National	70(68)	72(69)	80(75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	
Black – other	2
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	173
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	3	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.0
Number of pupils per qualified teacher	26.1
Average class size	29.9

Education support staff: YR– Y6

Total number of education support staff	9
Total aggregate hours worked per week	193

Qualified teachers and support staff: nursery

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

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

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

Financial information

Financial year	2000
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	£
Total income	468275
Total expenditure	483545
Expenditure per pupil	2347
Balance brought forward from previous year	18660
Balance carried forward to next year	3390

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

209

Number of questionnaires returned

60

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	34	2	2	0
My child is making good progress in school.	58	35	5	2	0
Behaviour in the school is good.	60	38	0	0	2
My child gets the right amount of work to do at home.	43	50	5	2	0
The teaching is good.	64	34	2	0	0
I am kept well informed about how my child is getting on.	53	33	12	2	0
I would feel comfortable about approaching the school with questions or a problem.	68	26	3	3	0
The school expects my child to work hard and achieve his or her best.	68	32	0	0	0
The school works closely with parents.	57	28	12	3	0
The school is well led and managed.	67	28	5	0	0
The school is helping my child become mature and responsible.	63	33	4	0	0
The school provides an interesting range of activities outside lessons.	70	27	0	0	3

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

57. Children enter the school with below and, for a significant percentage, well below average levels of attainment. This is confirmed by the initial assessment that is conducted with these young children. Children make good, and in certain areas of learning, very good progress during their first year in school. By the time they are ready to begin Year 1 the children achieve well and are likely to attain the Early Learning Goals in all areas of learning. This is through very good teaching with some excellent features and a range of well-planned activities.
58. There have been significant improvements in the provision for children in the Foundation Stage since the previous inspection and it is now a major strength of the school. The quality of teaching is very good and at times excellent. Planning is very good and fully covers all the areas of the curriculum. Staff have a very good knowledge of how young children learn. All staff are effectively deployed and make good use of resources and time.
59. There is a good range of assessment procedures, which staff manage well and use effectively to plan a wide range of activities that meet the needs of all children. Regular focused observations are shared with parents and carers.

Personal, Social and Emotional Development

60. Children make very good progress in their learning in personal, social and emotional development. Relationships between children and staff are very good. Staff have high expectations of children's behaviour. Teaching ensures that children learn the difference between right and wrong and plan well-designed activities to ensure that children learn to consider the consequences of their words and actions and become sensitive to the needs of others. As a result children work and play together harmoniously. Children show confidence in selecting activities they want to take part in and are interested and keen to learn. They are ready to suggest ideas, for example, they make up number games as they work together at the number table and work co-operatively and independently depending on the task. They settle quickly to activities and show good concentration, working quietly and persevering even when tasks are challenging. They share resources and take turns well, for example, when working at the computer or at the water area. They develop good personal independence as they dress and undress for physical education lessons and clear up and put away the resources at the end of sessions. Children are taught well about different faiths and beliefs in assemblies and religious education lessons. They are currently learning about people who help us and how we should care for and consider others. They learn how different people celebrate, for example, they are looking at Hindu festivals this term. There are 'small world families' from a range of different cultures but overall resources are limited with few multicultural books, toys or dressing-up clothes.

Communication, Language and Literacy

61. There have been considerable improvements in this area of learning and teachers are now very skilful in developing children's spoken and written language skills. Children make good progress especially in developing writing skills. Most write their own name and a number of familiar words and are beginning to use correctly formed letters. The very wide range of both taught and incidental writing activities enables children to

recognise the different purposes for writing. For example, many children have written letters to Santa thanking him for their Christmas gifts and in the 'doctor's surgery' they write a prescription for a sick patient. Children are beginning to express themselves effectively as they respond to the teacher's questions. They extend their vocabulary using more complex terms, for example, when describing the vehicles they have made they use technical language such as 'joints and axles'. Teachers encourage them to explore the meaning of words as they talk about what 'tough' means when they break up the jelly cubes and how to make them 'dissolve'. There are now many good role-play activities and staff intervene successfully to support children's language skills, encouraging them to explore different experiences and develop their ideas. Children know a range of songs and rhymes, and frequently sing these; for example, two children began to sing 'Ten Green Bottles' spontaneously when working at the water table. They listen attentively and respond with interest and enjoyment when the teacher reads the story. They choose books from the book corner and sit and share these often 'reading' aloud the story. There are a number of activities that encourage children to link letters and sounds and each week children bring in an object that begins with the 'special letter'. In literacy sessions children listen well to questions and instructions and respond to stories attentively. They join in enthusiastically when reading whole words and link sounds to letters. Staff use pictures very successfully to prompt children encouraging them to 'have a go' at the words.

Mathematical development

62. The staff work hard to promote mathematical skills, understanding and language through structured play and numeracy sessions. There is a number line and a wide range of number questions above each area in the classroom to help children to develop mathematical ideas and solve problems in the environment. In numeracy lessons children become very involved in counting forwards and backwards. Most children count to 15 confidently and recognise numerals from 1 to 9. They take great delight when they correct the puppet "Croaker" when he makes a mistake. Staff encourage children to develop addition and subtraction skills adding one more object and taking one away, for example, when using the number track and toy cars. They recognise and create simple patterns, when working with construction toys or printing with cotton reels and paint. In water and sand play they explore different mathematical ideas filling and emptying containers. When cooking they estimate quantities and weigh and measure different ingredients to make buns, biscuits and soup. There are many good opportunities for children to use numbers in games and activities. For example in the topic on 'My Body' they have used handspans to measure and compare their height and use mathematical terms confidently for example, 'tall and taller', 'small and smaller'. Staff are very supportive and constructive when working with the children and encourage them to investigate and explore different shapes. Children recognise and name two-dimensional and some three-dimensional shapes and make models from different shaped boxes that they bring from home as part of their 'shapes' work

Knowledge and Understanding of the World

63. There have been significant improvements in this area of learning since the previous inspection. There are very good opportunities for children to explore and investigate the world around them. Staff are very skilful in encouraging children to explain how things work and why they happen. In the water area, children use their senses as they compare hot and cold water and what happens when they add water of different colours. They consider the different things that they can do with the water, what sounds they can make and why we need water in order to live. Children build and construct different objects using a range of materials and readily select the resource they need. They build different vehicles from construction toys and staff encourage them to extend this activity,

recording their design on paper and explaining how their model works to the class at the end of the session. Children use the computer with increasing confidence in literacy and numeracy sessions and have made some excellent patterns and designs using a paint and draw program. They manipulate the mouse to match shapes on the screen. There is a good range of software to support these young children. Children use their senses as they compare the touch, smell and taste of jelly cubes and look closely at any changes as they make jelly, comparing the difference in using boiling water compared with cold water. They have carried out a survey of hot and cold objects around the school and learn how seasons change and what kinds of clothes are worn in hot and cold weather. They compare the similarities and difference in pasta and rice and how they are affected by hot water. They have looked at what animals do in cold weather and collect frogspawn from the pond in the environmental areas and record the life cycle of a frog. They enjoy gardening and each year grow sunflowers from seeds. They build and construct with a wide range of different objects including construction toys and recycled materials and select and use tools when making patterns in the sand tray. Children are developing a sound sense of time as they look at photographs of themselves as a baby. As part of the topic on "My Body" they show understanding of how their body changes as they develop and grow. In geography they develop a sense of place through walking around the school and going on a bus ride around the local area.

Physical Development

64. In physical education children move with increasing control and confidence and make good progress in this area of learning. They show good awareness of space and each other as they travel around the hall in dance lessons. They use their imagination well, occasionally getting into 'traffic jams', as they become drivers collecting their passengers.
65. There are good opportunities for them to climb and balance when using the large apparatus in physical education lessons. They crawl through different apparatus and travel over, on and under different sized tables. They use a range of small apparatus, for example hoops, and ribbons as they work in the 'dancing and balancing zone'. Staff support and challenge children very well. They encourage them to think about safety issues and why it is important for them to consider others when moving within and between each 'zone'. There is a good range of wheeled toys that are used frequently when the weather permits. Children handle a good range of small tools as they cut and join using scissors and glue with increasing confidence. They fill jugs, tubes and plastic boxes with different coloured water and explore different shapes in clay and playdough, sometimes using them to support their mathematical skills. They name a number of body parts and are learning what happens to their body when they are active. They have learned about the kinds of food that keep them healthy and the importance of regular exercise.

Creative Development

66. Children of all abilities make good progress. They explore colour when they paint and have made some very attractive winter prints using string and white and silver paint. They mix paints to make 'hot and cold' pictures and know that adding white paint changes the colour. They develop their imagination when painting and drawing and there are good opportunities for them to use different media when printing, using their hands, different vegetables and leaves. In music they learn about different kinds of musical instruments and clap simple rhythms. They know that percussion instruments are hit or shaken and that instruments that have strings sound different from these. They take part in action songs with enthusiasm and enjoyment and match their movements to the music clapping and moving in time to the tape. They listen attentively to music in both

lessons and assemblies. They learn to sing simple songs from memory and move imaginatively in movement lessons. They learn about the different senses in the “My Body” topic and respond to the different touch, feel and smell of ‘raw’ jelly in cooking. Staff take every opportunity to support children’s role-play activities for example, in the doctors surgery they readily take on the role of patient or receptionist encouraging children to extend their imagination and make up stories.

English

67. The National Curriculum tests for 11-year-olds in 2000 showed that pupils’ attainment in English was well below the national average. The school did not perform well when compared to similar schools, as pupils’ results were well below the level found in schools in similar contexts. The National Curriculum tests and assessments for 7-year-olds in 2000 showed that attainment in reading was at an average level and that attainment in writing was above average. The school performed particularly well when compared to similar schools, as attainment was well above average in reading and writing. The inspection findings are that, by the end of Key Stage 2, most pupils achieve standards similar to those expected for pupils of this age in speaking and listening and reading. However, writing standards are below average. By the age of seven, standards are above average in all aspects of English. This represents an improvement since the previous inspection at Key Stage 1, when writing standards were reported as below average, but a decline in writing standards at Key Stage 2. Standards are improving and this is due to the good teaching, more rigorous target setting, additional support for underachieving pupils and more reliable assessment procedures. Pupils of all abilities are currently making good progress at both key stages but over time progress has been stronger at Key Stage 1 because of the systematic way in which reading and writing skills have been taught. The school has identified in its development plan the need to improve writing standards at Key Stage 2, which at present are unsatisfactory.
68. Standards in speaking and listening by the end of Key Stage 1 are above average. Frequent opportunities are found during the school day to promote and extend spoken English and listening skills through challenging questioning and discussions in lessons, assemblies, ‘circle time’, registration and even milk time. Pupils show that they have listened very carefully to adults and each other in the relevant answers they give and they are particularly considerate at waiting for their turn to speak. Year 1 pupils speak fluently and confidently about the characters in the ‘Big Book’ they are reading and vary the use of their vocabulary. Although role-play is a feature of Year 1 there are not enough opportunities in Year 2 for pupils to express their ideas creatively. By the time they are eleven, most pupils achieve standards expected for their age. Drama and role-play makes a large contribution to this progress with the performing arts being a real strength of the school. For example pupils in Year 6 use the information gained from the history topic on World War 2 to present character studies of evacuees. Frequent debates are held on local issues where pupils have to present their own arguments and lead a discussion. This was demonstrated at the meeting of the class council where a discussion on pupils arriving late to school was held. Pupils expressed their own ideas thoughtfully and clearly and listened carefully to the views of others and made their decisions based on informed opinions. Through these activities pupils develop a good insight into citizenship and what it means to be an active member of the community. Because of the outstanding relationships throughout the school there is a climate where pupils feel comfortable to express their opinions, knowing adults will always value them. Not all teachers at Key Stage 2 provide enough opportunities to help pupils extend their range of vocabulary or teach the use of Standard English in more formal situations.

69. Standards in reading are above average by the age of seven and pupils make good progress at Key Stage 1. In Year 1 the teacher works very hard to give pupils an interest and love of books and this is reflected in the tempting reading corners and high quality displays around the classroom. Higher and average attaining pupils read accurately and fluently, because the teaching of letter sounds and frequently used words is particularly well done. Lower attaining pupils and those with special educational needs are more hesitant in their reading but can recognise familiar words and letter sounds in a simple text. The extensive use of the 'Big Books' for the literacy hour and a good selection of guided reading books has improved levels of understanding and enjoyment in reading. This was noticeable in the way Year 1 pupils read the 'Big Book' alongside the teacher with such good expression and interest in the characters and plot. As they move through the school pupils' read with increasing accuracy and understanding to achieve average standard by the age of eleven. Although most pupils show an enjoyment for reading they have a limited knowledge of authors and pupils are not always challenged by the restrictive number of books available. This particularly applies to the range of texts used by teachers in the literacy hour for the whole class and the guided reading sessions. Because of this, pupils' understanding and appreciation of different texts is limited. Pupils use dictionaries confidently and most are proficient in using the library system of classification to find books. There are not enough opportunities for pupils to carry out independent research.
70. Standards in writing are above average by the age of seven and this represents a significant improvement since the previous inspection. Pupils are already beginning to write for different purposes. For example in Year 2 they write the real story of Florence Nightingale, describe their favourite foods and write out the results of an experiment for growing seeds in some detail. Teachers focus very well on improving the structure of sentences, using dictionaries to extend vocabulary and helping pupils to plan and sequence their writing successfully. The results are well-structured and interesting pieces of work in which spellings and punctuation are usually accurate. There are insufficient opportunities yet for pupils in Year 2 to write more extended examples of work such as their own storybooks. Although handwriting is very neat and well formed very few pupils have begun to use a joined script. By the age of eleven attainment in writing is below average. Although progress is at present accelerating and pupils acquiring skills at a steady rate, progress has been less than satisfactory over time. Pupils generally produce written work that contains the correct grammar, spellings and punctuation and is well presented using a joined script, but it lacks excitement and interest. The writing for different purposes and specifically across other subject areas is limited in its structure, content and style. This is because writing skills have not been taught in a direct and specific way over time. The school is now addressing the issue by specifically targeting these skills both within literacy hours and in additional writing lessons. The over-emphasis on the use of a published textbook is limiting the opportunities pupils have to use a wider range of challenging literature on which to model and improve their writing sufficiently. Information technology is not being used sufficiently to support the written and research aspects of English. By contrast the pupils who attend the information technology after-school are taught a good journalistic style of writing and produce an interesting and well-prepared termly newspaper.
71. The quality of teaching is currently good overall at both key stages with a higher incidence of good quality teaching at Key Stage 1. Evidence would indicate that teaching has been consistently at this level at Key Stage 1 but at a satisfactory level over a longer period of time at Key Stage 2. Out of all the lessons observed over half the teaching was good or better, with no unsatisfactory teaching. The school has made good improvements since the last inspection when teaching was judged to be satisfactory. This is largely attributed to the strong leadership of the deputy headteacher who has a good understanding of the strengths and weaknesses in the subject. Monitoring of

teaching and learning in writing is not rigorous enough in order to raise standards further and improve the range of strategies teachers use with their pupils. The quality of marking in both Year 1 and Year 6 is excellent and clearly outlines how pupils can improve their work further. The teacher in Year 1, for example, found time to go over with each pupil the comments she had made on their work the day before so that they knew how to make their writing better in the next lesson. This is not the case throughout the school and although work is always marked, comments are not always helpful particularly for the lower attaining pupils in Key Stage 2 in helping them to improve their work further. Planning is usually good with some teachers being more skilled than others in ensuring that work is consistently matched to the differing ability levels of the pupils.

72. The National Literacy Strategy is being effectively implemented in all classes. Its effectiveness is having an important impact on helping to raise standards. The shared work in most classes is well taught and the summary session at the end of lessons is generally used productively to consolidate and extend learning. There is a stimulating environment in some classrooms where literacy has a high focus and resources are well displayed to help pupils improve the quality of their work. This should be extended to all classrooms to help to improve the quality of the learning environment.
73. Teachers take some opportunities to extend pupils' literacy skills through other subjects. For example in mathematics, pupils in Year 1 make a written record of the information from surveys and graphs. In science in Year 6 they prepare fact sheets on animals and insects and in Year 4, for history they use their research skills to provide a detailed description of a Victorian classroom. However, as yet, not all teachers plan sufficiently for the development of writing across the curriculum or how computers can be consistently used to support and further pupils' learning. The co-ordinator is aware of this and plans have just been introduced to increase the time allocation for writing in other subjects such as religious education and history and for greater use of computers to develop pupils' literacy skills.

MATHEMATICS

74. Pupils' attainment in mathematics is in line with the national average at the end of both key stages. These findings are similar to the previous inspection but do not reflect the standards attained by the Key Stage 2 pupils in the Year 2000 national tests, which were well below the national average and well below the standards found in similar schools. A similar picture emerged in the previous year. The difference between test results and inspection findings can be explained by the fact that a larger proportion of pupils in these cohorts had special educational needs and by the fact that the quality of teaching, assessment and target setting has improved. Test results over a three year period at the end of Key Stage 1 show that pupils achieved slightly above average standards when compared to all schools and above average standards when compared to similar schools. The National Numeracy Strategy is now well implemented and is impacting positively on standards. The pupils, in both key stages, including those with special educational needs, make good progress, especially in the development of their understanding of number and in their mental agility. Progress is satisfactory in other strands of the subject but in some classes not enough emphasis is given to the development of pupils' understanding of shape, space and measures.
75. By the end of Key Stage 1 pupils have a good understanding of number and all the pupils confidently, count, order and write numbers to 20 correctly. A substantial majority goes further than this. In one lesson, for example, pupils successfully partitioned two digit numbers up to ninety- nine, clearly and competently explaining the operation and

identifying the values of the tens and the units. The older pupils in Key Stage 1 add and subtract numbers to twenty accurately with the more able applying these skills to numbers to a hundred. They double and halve numbers and are beginning to speed up their mental skills by rounding up and rounding down. Pupils can name common two-dimensional shapes and most recognise and describe the distinguishing properties, such as angles and parallel sides. Pupils throughout the key stage understand how to collect data and communicate their findings in simple block graphs, occasionally using their information technology skills to do so.

76. Pupils in Key Stage 2 continue to make good progress in developing number skills and teachers place a good emphasis on the development of mental agility skills and in using the correct mathematical vocabulary. Most pupils know and apply their knowledge of tables effectively. Pupils learn and practise a variety of methods to solve number problems involving, adding, subtracting and dividing numbers. By the age of eleven, a majority applies these rules efficiently, using numbers over a thousand and to two decimal places. The higher attaining pupils are aware of the relationship between fractions and decimals, and have an understanding of negative numbers. Pupils, in the main, are able to read information from graphs and pie charts.
77. Although a substantial minority of pupils exceeds the expected standard in number, their skills in other aspects of mathematics although satisfactory, are less secure in some classes. These lie in the area of shape, space and measurement where their knowledge and properties of shape are not as secure and measuring is not always as accurate as it should be. The reason for this is that the school has concentrated heavily on the improvement of pupils' number skills and mental agility. Opportunities to use and apply mathematics in other curriculum areas are not being sufficiently utilised. Year 4 pupils collect data in their geography lesson on the extent and distribution of litter around the school and communicate the information on a graph, but measuring and spatial skills are not being sufficiently applied within the design and technology curriculum. Not enough use is being made of information and communication technology to develop pupils' mathematical as well as computer skills.
78. The positive ethos engendered throughout the school has a very positive effect on the pupils' attitudes towards their work and their excellent behaviour in lessons. The pupils, listen attentively, work hard and are highly motivated to produce of their best. They enjoy mathematics and work with great enthusiasm. Their books are neat and the work well presented, this is a strength in the subject. They react eagerly to a new challenge, persevere, and experience pleasure when they succeed. The pupils are responding well to the manner in which they are expected to set targets for their own improvement. This is a good initiative because it is making pupils more responsible for their own learning and leads to a higher level of personal motivation and a desire to do even better.
79. The quality of teaching, is good and sometimes very good in the development of pupils' number and mental skills, good in the promotion of practical and investigative work and satisfactory in other elements of the subject. The quality of teaching is having a positive impact upon the rate of pupils' learning. The teachers' organisation and management of pupils is very good. They all have a high expectation of behaviour and, in most lessons, they challenge the pupils by setting a good pace and planning the work carefully to match it to the needs of the different levels of ability. This means the pupils remain interested and concentrate and behave well. Good use is made of the support staff who do much to ensure the special needs pupils make good progress. Most lessons have a good structure that involves a whole class activity, group work and a plenary session. The opening mental agility activities that are a feature of all lessons are taught well and with a high degree of pace, fun and challenge. This motivates the pupils and sets the tone for the rest of the lesson. Pupils respond well when they understand clearly what it is they

are to learn in a particular lesson and work productively when deadlines or time scales are set. The summary sessions are being used in an effective manner to find out if the stated lesson objectives have been achieved. In the best teaching, the outcomes of the summary session at the end of the lesson are then used to amend and extend the next range of learning activities that have been planned. The pupils are regularly given homework and this too is contributing positively to their progress. The work in their books is always marked and there are group and individual targets set for them each term. The marking of pupils' work however does not always contain critical comments that make direct reference to the targets.

80. The school carries out a detailed analysis of test and assessment data and then uses the information to set targets for improvement. The co-ordinator has rightly identified the need to be more actively involved in this process. In addition he has identified the need for a more systematic approach to the monitoring of teaching and learning and scrutiny of pupils' work so that he can have an even greater impact on helping to raise standards and to disseminate the good practice that is evident in the school.

SCIENCE

81. Standards in science are in line with national expectations at the end of both key stages. This is a better picture than indicated by national test and assessments carried out over a three-year period. The test results show pupils' attainment to be well below average at the end of Key Stage 2 and below average at the end of Key Stage 1. The school did not perform well when compared to similar schools. Pupils of all abilities make good progress at both key stages. This is as a result of the good quality of teaching, the sharper target setting procedures that are now in place, and the very positive attitudes shown by pupils. Standards have improved over the last three years, particularly at Key Stage 2, as the school put in place good quality documentation that helped to ensure that pupils' prior attainment was systematically built on and developed. The school now places considerable emphasis on developing pupils' investigative skills alongside their scientific knowledge and preparing pupils in a better manner for the National Curriculum tests. Standards have remained at a similar level to those identified at the last inspection.
82. By the end of Key Stage 1 the pupils have a sound knowledge base and have covered all aspects of the subject in sufficient depth. The pupils are able to articulate the differences between living and non-living things. Through the study of the human senses and body the pupils acquire a satisfactory understanding of the functions of different organs. Pupils name the different parts of a plant and know that animals move, eat, grow and reproduce. Pupils know what is needed to create a circuit and are aware of the dangers of electricity. They know that a force can be either a push or a pull and that it can be of a different strength. Pupils list objects that might or might not be attracted to a magnet. The weaknesses are that pupils do not have a well-developed scientific vocabulary and do not use their scientific knowledge effectively to help them predict what might happen in their investigative work.
83. Key Stage 2 pupils continue to develop a sound base of scientific knowledge. By the end of the key stage pupils know that all sounds come from a source and that vibrations cause sounds. They know that adding or taking water out of a bottle can change the pitch. Pupils are aware of what constitutes a good diet and know terminology such as carbohydrates, protein, starches and vitamins. Pupils know that circuit diagrams use symbols instead of pictures. Pupils have a satisfactory knowledge and understanding of living things and they talk confidently about the factors needed for growth. Pupils develop their investigative skills at an appropriate rate and these are put to the test when for example they have to separate liquids and solids. They know that solids will dissolve

quicker in hot water. Pupils classify creatures according to features and habitats and know the functions of the main body organs and muscles. The weaknesses are that pupils do not have a well-developed scientific vocabulary and are not always confident in explaining why things happen as they do in their practical and investigative work.

84. The pupils enjoy their work in science, particularly when they take part in practical work. Although pupils are confident and willing to talk about the work they have done they do not always use an appropriate scientific vocabulary. Pupils throughout the school work well together. They are always ready to help one another and readily take part in the question and answer sessions that take place at the beginning or end of lessons. Pupils readily share resources and show a willingness to put out and return equipment after use. The scrutiny of pupils' work shows that many pupils take a pride in their work and are keen to take on board comments that teachers make in books that outline areas for improvement. Not all teachers mark pupils' work in such a manner that helps pupils to move on. The very good and often excellent behaviour shown by pupils and the very good attitudes to work that they have make an important contribution to the good progress that pupils of all abilities make as they move through the school.
85. The quality of teaching is good. Planning often takes account of the full ability range of pupils and tasks that are set are often at a challenging enough level. The lessons have clear learning objectives and these are often shared with the pupils. This is good practice because it more actively involves the pupils in their own learning and they respond well to this. Lessons often have a good structure with an appropriate balance struck between direct teaching and time for pupils to carry out tasks and then to record their findings. The school has a system whereby teachers carry out an assessment of pupils' knowledge at the start of a topic and then assess the pupils again at the end of the topic. This not only provides the teachers with a good insight into what has or has not been successful but also develops pupils' self esteem when they discover how much they have learned. In lessons seen in Years 3 and 6 on electricity and light respectively, a common strength was the incisive questioning. The teachers constantly prompted the pupils to try and reason out or explain why things happened as they did and consequently the whole class became involved in developing a deeper understanding. In the same lessons the teachers used the session at the end of the lesson to bring together what had been learned and then to directly link it to what would be studied next. Such was the enthusiasm shown by some pupils that they wanted to carry out some research of their own at home. The weaknesses are that not all teachers use the subject as a vehicle for developing pupils' writing skills. There are some good examples of pupils' writing up experiments and of being specifically taught the skills that are required to do this effectively. This good practice is not consistent across the school and on occasions there is an over-reliance on worksheets. Opportunities are also missed where computers could be used more effectively to support and enhance pupils' learning.
86. The co-ordinator is knowledgeable and enthusiastic and has a clear vision of what is needed to develop provision and standards further in the subject. The school carries out a good analysis of test and assessment data and then sets targets for development and improvement. The co-ordinator has recognised the need to improve pupils' scientific vocabulary, to further improve pupils' investigative skills and to promote writing skills and the use of computers in the subject. The opportunities for the co-ordinator to monitor the quality of pupils' work and the quality of teaching and learning across the school have been limited and this has reduced the possible positive impact such procedures could have in helping to raise standards.

ART AND DESIGN

87. Standards in art and design are in line with national expectations at the end of Key Stage 1 and above average at the end of Key Stage 2. The pupils start school with little skill in this area of the curriculum, and so the standards that are achieved reflect the good progress that pupils of all abilities make as they move through the school. The standards that are achieved owe much to the good quality of teaching and the high quality curriculum planning and documentation to support the teaching and learning in the subject. Standards and provision in art have improved significantly since the time of the last inspection when standards were judged to be unsatisfactory. Improvement has been such that art is now a strength of the school.
88. At Key Stage 1 the pupils demonstrate increasing skills using a range of materials, tools and techniques when creating their artwork. Pupils are provided with lots of opportunities to explore and use a wide variety of media and produce finished pieces of two and three-dimensional work. Pupils experiment with colour mixing and produce the desired effect with little prompting or guidance from staff. The teachers encourage pupils to experiment with colour, line and tone and this means that finished work often shows originality rather than very similar pieces of work from all pupils. Pupils print using different materials and carry out observational drawings of plants and flowers to a good standard. Pupils are given opportunities to weave and make collages. The emphasis that the teachers place on the use of a wide range of different materials, alongside the systematic development of skills produces an enthusiastic response from the pupils. They are always willing to have a go, try to be original and feel safe and secure that their finished work will be valued. Pupils take a pride in their work and are always ready to discuss what they have achieved.
89. The good progress that pupils make at Key Stage 1 continues at Key Stage 2 as pupils systematically build up artistic skills and knowledge at a good rate. Discussions with the pupils show that they continue to enjoy taking part in art lessons. They like to be original and recognise that art can be used to convey a wide range of feelings and emotions. Pupils show high levels of concentration when working, are always ready to help each other and show a willingness to take on board constructive comments to help them improve their work. These very positive attitudes help to create an effective working and learning environment where the views and work of all pupils are valued and respected. Dialogue with pupils shows that they are conversant with the work of famous artists such as Kandinski, Van Gogh, Lowry and William Morris. Pupils have the ability to use the techniques of famous artists without simply copying famous pieces of work. The emphasis on colour, tone, shape and line continues at this key stage. Pupils produce good quality finished pieces of work using textiles, clay, and other media. Pupils make good quality pieces of sculpture, carry out detailed and accurate artistic observations of objects and flowers. Very good examples were seen of work where pupils had used watercolours most effectively to paint a landscape. Pupils produce collages, wax resist prints and stitch and weave to a good standard. Some classes use sketchbooks effectively to try out different techniques, but this good practice is not consistent across the whole school.
90. The quality of teaching is good over time because teachers ensure that specific skills are directly taught alongside the development of artistic knowledge. The teachers' own subject knowledge is often reflected in the clear teaching of these skills and techniques that effectively develop the pupils' knowledge and understanding of art. Most of the teaching observed during the week of inspection centred on weaving and stitching techniques. Analysis of work and teachers' planning clearly show that over time pupils experience a vibrant, exciting and challenging range of learning opportunities that cover every aspect of the art and design curriculum. Skills are clearly taught, misconceptions are handled well and pupils are managed well. In all instances these factors helped to

create a focused learning environment and pupils acquired new skills and knowledge at a good rate.

91. The subject is managed and co-ordinated well. Following the last inspection the co-ordinator wrote a very effective action plan to address the weaknesses identified. Each area of weakness has been tackled in a systematic manner. The co-ordinator ensured that good quality documentation to support teaching and learning was put in place. The overall impact has been a dramatic increase in standards, a better quality of teaching and much greater staff confidence. The co-ordinator monitors teachers' planning and has occasionally been released from teaching duties to demonstrate good practice to her colleagues. The school has recognised the need for opportunities to be provided for the co-ordinator to monitor teaching and learning across the school so that her impact on helping to raise standards can be even greater. The school has developed a high quality portfolio of artwork that not only exemplifies the standards that are being achieved, but also shows the level of progression that occurs as pupils move through the school. The extra-curricular art club that runs in Key Stage 2 is very popular and this together with the fact that art is given a high profile within the life of the school impacts significantly not only on pupils' artistic skills but also on their social and cultural development

DESIGN AND TECHNOLOGY

92. Pupils achieve standards in line with national expectations at the end of both key stages. Pupils of all abilities make satisfactory progress. The picture at the previous inspection was more positive and indicates that there has been a decline in standards since the last inspection. This is due mainly to the increased time given to numeracy and literacy and the reduction in the time allocated to design and technology. The school is also reviewing its scheme of work in light of Curriculum 2000 and few topics have been taught so far this year. Although few lessons were seen there is clear evidence from planning, dialogue with pupils and photographic evidence that teaching is at least of a satisfactory standard and that pupils enjoy taking part in the subject. The pupils particularly enjoy tasks that provide them with a challenge and tasks that allow them to be more adventurous and creative in the materials they use and the purpose for which designs and finished products are to be put.
93. Although standards at the end of Key Stage 1 are satisfactory, not enough emphasis is consistently given to the planning aspect of the subject. In Year 2 the recent models made from a construction kit show that pupils have selected and combined components wisely from a range of materials to produce a recognisable product. No drawings were produced beforehand but pupils evaluated the construction and talked about how it could be improved further. Later this term these pupils will begin to prepare their own drawings for a model vehicle. In preparation for this the teacher demonstrated clearly how the axle and wheels on various vehicles work to help pupils with their designs. Key Stage 1 pupils learn about food technology through activities such as making fruit salads. They evaluate the work by looking at the texture, colour, patterns and smell of the fruit and express their likes and dislikes through the tasting of the fruit. Key Stage 1 teachers use every opportunity to promote speaking and listening by engaging their pupils in meaningful discussions on the topics being studied.
94. There are some good examples of pupils' developing their skills in the designing and making elements of the curriculum at Key Stage 2. Pupils have designed and made a pencil case for a member of staff, after sending out a questionnaire to determine their specific requirements. The finished product was generally well made and suited to the purpose. Year 4 pupils carried out a very well planned project on bread making. They selected their own additional ingredients to add to the recipe and created different

varieties of bread to taste and evaluate. Good opportunities are made to develop other areas of the curriculum through design and technology. For example through the history topic on the Tudors, Year 5 pupils designed and made a slipper for Henry V111 to wear and afterwards tested it and made any necessary improvements. Year 6 pupils, last year, made a picture frame, but the essential design part was missing and because there was no choice given in selecting materials, or any evaluation of the work, learning opportunities were missed.

95. Improvements are being planned, as design and technology is a key area for focus this year. The co-ordinator is fully aware of the current shortcomings in provision and is currently working on a scheme of work that will ensure that all components of the subject will be taught progressively through the school from September 2001.

GEOGRAPHY

96. Pupils' attainment in geography, at the end of both key stages, is above the national expectation, with most pupils, including those with special educational needs, making good progress. This is an improvement in standards since the previous inspection.
97. The pupils in Key Stage 1 develop a good understanding, especially in Year 1, of the area surrounding the school, by walking round the district, making maps and drawing pictures of the main buildings and facilities and their journey to school. They discuss various elements of the local environment such as the noise levels or the degree of danger in different areas. They then proceed to make sensible suggestions for improvement, such as extra pedestrian crossings. Ongoing topics, such as, "Where in the world is Barnaby Bear?" help pupils to make good progress in learning about places and travel in the wider world. They also gain a good insight into some basic physical features and begin using geographical language, such as cliffs, forests, hills and rivers. Their knowledge of these features is good with Year 2 pupils ask interesting questions when shown a map of the British Isles.
98. Most of the good work in Key Stage 2 arises from hands on experience and observations made on visits and field trips, of which there are many. The Year 3 pupils make a contrasting study of Hunslet and Barwick in Elmet. The preparatory work is good and the pupils develop good skills in reading a road map, and by the end of the topic they confidently express their opinions on the facilities and their preferences. The residential visit to the Yorkshire Dales is of particular benefit to the development of geography skills. The pupils learn and appreciate the amenities of the National Park, learn about the country and make a study of the rivers and the water cycle. This topic makes good practical use of their numeracy and investigative skills when they examine the variations in the physical conditions, which cause the river to flow at different speeds. By the age of eleven the pupils use the knowledge they have gained to make a competent and informed study of Chembakolli in India and contrast many of its human and physical features with Leeds. The level of pupils' writing skills however, means that their written work is not always a true reflection of what they have learned.
99. The pupils' attitudes to the subject contribute positively to the standards achieved. They settle quickly and quietly to their individual tasks and their behaviour is very good. They listen attentively in class and contribute enthusiastically to the discussions. The pupils in Year 4, when studying road maps of Barwick become totally involved when posing questions about the area to the rest of the class; as a result good learning occurs. In all classes the pupils stay on task and concentrate well. Most pupils take a pride in their work. This is reflected in the care they take with the presentation of their maps and writing in their books.

100. The teaching of geography is good. The lessons are carefully planned and are well matched to the needs and abilities of the pupils. The teachers maintain very good supportive relationships with the pupils, which promote their self-esteem. As a result, the pupils respond positively and give of their best. The teachers have, in the main, good knowledge and understanding of the subject and present it in a stimulating way; consequently, the pupils are interested and highly motivated. The manner in which teachers develop pupils' geographical knowledge and skills, helps to ensure that pupils learn at a good rate and that pupils of all abilities make good progress. The frequent educational visits and the attractive displays in some of the classrooms enhance the curriculum and pupils' learning.
101. Resources for geography are adequate, but there is a need to provide more simplified atlases in Year 2 and more books in the library. The co-ordinator is enthusiastic and has clear plans for the future development of the curriculum. There is, however, a need to expand the role to include the monitoring of teachers' planning and the learning and teaching in the classroom. This would provide a clearer overview of the subject and raise standards further.

HISTORY

102. Standards are similar to what they were at the time of the last inspection with pupils at the end of both key stages achieving standards in line with national expectations. The progress that pupils of all abilities make is satisfactory. Teaching is satisfactory overall at both key stages. Pupils' historical knowledge and skills are developed at a steady rate and most teachers show secure subject knowledge. Occasionally at Key Stage 1 there is not as much emphasis on the development of specific historical skills or tasks are not challenging enough. This is the exception rather than the norm. In lessons observed at Key Stage 2 the teachers show secure subject knowledge and use resources and time well. Most, but not all teachers, encourage pupils to undertake historical research using a range of methods including information and communication technology.
103. Marking at both key stages is not always used effectively to outline what pupils need to do to improve but on the other hand there are some excellent examples of marking. Where this is the case pupils are only too willing to act on the guidance and there is an instant improvement in their work. Pupils enjoy taking part in history lessons, particularly when they are given the opportunities to act as historical investigators and enquirers. Such opportunities are not as frequent as they could be.
104. Much of the work covered by pupils in both key stages follows visits to places of historical interest. For example, pupils in Year 2 visit the Elscar Heritage Centre and the National Railway Museum looking at old machinery as part of their topic on Victorian life. This is further extended by visits from two nurses, one who takes the role of Florence Nightingale and another as a modern hospital sister. In Year 3 Roman Life is brought alive when pupils visit the Roman Fort at Murton Park and experience the conditions of a Roman soldier. In Year 4 pupils extend their knowledge of the Victorians when they visit the Armley Mills Victorian Schoolroom and learn what school life was really like in Victorian times. Year 5 study the Tudors and Ancient Greece and Year 6 pupils become an evacuee during the Second World War as they experience a Home Front Day at Murton Park. They extend their knowledge and understanding of life in these times as they share memories with local people who lived through the war. They attend the wreath laying and singing at a Remembrance Day Service and have learnt wartime songs which they perform as part of the 'Memories of World War 2' concert.

105. This wide range of educational visits enables pupils to make satisfactory progress in both key stages in their historical knowledge and understanding. However, some pupils in Key Stage 2 have a confused sense of chronology for example, stating that Queen Elizabeth 1 was the mother of Queen Elizabeth 2. Work in pupils' books is often limited with little evidence of graphs, diagrams or extended writing and some work does not have any direct historical content. For example, pupils in Year 5 were expected to insert capital letters where they were missing in a passage on the Tudors.

INFORMATION AND COMMUNICATION TECHNOLOGY

106. Inspection findings show that the standards at the end of both key stages are at a satisfactory level, although not all elements of the subject are at this satisfactory level. Pupils of all abilities make satisfactory progress at both key stages but there are weaknesses in the control and sensors elements and in exploiting the full use of the Internet. The elements of the subject that the school does cover are covered well and pupils are making good progress in these areas. Computers are not used enough across all areas of the curriculum and this hampers pupils' progress. The standards identified at this inspection are similar to those found at the time of the last inspection.
107. At Key Stage 1 the pupils have developed satisfactory keyboard skills and are familiar with the keyboard and mouse. They type simple sentences and know how to use keys such as the capital lock and delete. They know how to save their work but are not as confident when asked to retrieve or print a final copy. The pupils recognise that computers can be used to present information in different ways. The pupils, for example, produce graphs that show how many people are in their family, their favourite food or how they travel to school. Pupils talk about the role that computers play in the wider world and the higher attainers use terminology such as web sites, although they are less secure in how to access web sites. The pupils use a mouse to assemble pictures on the screen by moving objects and describe how they control a floor robot by giving a series of commands. There is not enough use being made of computers to support pupils' work in all areas of the curriculum and as a result the chances to develop pupils' computer skills are missed.
108. By the end of Key Stage 2 standards are at a satisfactory level and pupils acquire knowledge and skills at a satisfactory rate in some but not all aspects of the curriculum. The pupils use computers to edit and draft work and are able to change font size with ease. They have presented information in many different formats and recognise the role that computers can play in generating information in pie charts, frequency tables, graphs as well as in text form. Discussions with the pupils at this key stage show that they have a satisfactory awareness of how computers are used in the wider world across a range of different occupations. The older pupils have prepared multi-media presentations on topics such as the Second World War. This involved the need to merge text and pictures. There is some evidence of pupils using computers to support work in other subjects, but this is not as consistent in some classes as in others and so opportunities are missed to further pupils' skills and knowledge. Pupils are conversant with terminology such as spreadsheets and explain their meaning. The weaknesses are that pupils are not conversant with the more sophisticated elements of control and sensors. The pupils use logo and super logo but the school does not have the necessary resources that would enable the pupils to write a sequence of instructions to control a light bulb or motor with a control box. Although a small number of pupils understand and use the Internet and electronic mail, this is because they have such facilities at home. The school has yet to fully utilise and exploit the potential of the Internet and electronic mail and as a result the progress that pupils make in these areas of the subject is unsatisfactory.

109. Pupils clearly enjoy working on computers and do so with a high level of concentration. The school benefits from having a computer suite where pupils have regular access to an appropriate number of computers. Each class is timetabled for lessons in the suite. The school organises lessons in such a way that groups of pupils are taught on a rotational basis in the suite while other classmates take part in other class-based activities. The pupils behave very well and show a real desire to do well and to learn from their mistakes. The quality of teaching observed during the inspection was good at both key stages. However because not all elements of the subject have been taught in sufficient depth over time, teaching overall is judged to be satisfactory at both key stages. The headteacher, a support teacher and a support assistant provide much of the teaching across the school. A common strength is the direct teaching of the required skills. The teaching deals with pupils' misconceptions well and then gives pointers for improvement. The teaching is never over directed and lets pupils try things out for themselves. In one lesson the pupils had to design an ideal bedroom. The teacher not only allowed the pupils to experiment and investigate lay outs for themselves but also the fact that he set spending limits for furniture meant that pupils had to use their numeracy skills to good effect. The management of pupils is always good and the level of expectation is high. This results in pupils knowing what is expected of them in terms of behaviour and attainment. The pupils rise to the challenge. The use of the individual skills of teachers and support staff is effective but not all teachers are confident in using computers and as a result do not always exploit how computers could be used across the curriculum and do not always identify possible learning activities in their planning.
110. The school has a good grasp of what it needs to do to improve standards in the subject and has drawn up a good quality action plan that accurately identifies areas that need to be tackled. The subject is well managed by a knowledgeable and enthusiastic co-ordinator. He has recognised the need to be more rigorous in monitoring the quality of teaching and learning across the school in order to have a bigger impact on standards. The school has recently started an effective system for assessing and recording pupils' achievements in the subject. This includes the awarding of certificates to pupils as they achieve differing levels of expertise. The school provides pupils with the opportunity to attend activities outside of lesson time and some older pupils attend activities at a local professional football club that enable them to experience high quality learning opportunities on computers. These activities add much to pupils' personal and social development as well as enhancing their computer skills.

MUSIC

111. Pupils at the end of both key stages often exceed the standards expected for their age and pupils of all abilities make good progress. The picture was similar at the previous inspection. Music has a very high profile and the teaching provided by the music specialist is a real strength of the school. Not only do pupils benefit from her expertise and enthusiasm in lessons but many of them receive challenging opportunities in the drama club and choir to practise and take part in performances such as Godspell and other musical productions.
112. Younger pupils by the age of seven sing very well and with enthusiasm from a good range of songs and often add their own actions. Most of them recognise the changes in the speed of the music, copy a rhythmic pattern and keep to the beat of the music very well when playing their instruments. They name, hold and play the instruments correctly and achieve good effects in the sounds they make.

113. By the age of eleven the quality of pupils' singing is good. They are introduced to a very wide range of songs, including those from many other countries. This term Year 6 are studying the songs and music of 'the Shakers' and last term they focused on song linked to the festivals of light. Phrasing and tone in the singing is particularly good from the choir, but in all lessons and during assemblies nearly all pupils sing tunefully and with good diction and control. Confident and well presented round and two-part singing are a feature of many lessons for the older juniors while in Year 3 all pupils learn notation through the playing of the recorder. The very good range of instruments in school is used productively in many lessons. Recently Year 6 composed their own slow waltz using both pitched and non-pitched instruments. Good opportunities are made to develop music across other areas of the curriculum. For example the history topic in World War 2 was considerably enriched by a performance of the songs of the period by the upper junior pupils.
114. There are many valuable opportunities for all pupils in the school to hear a very good range of music and this enhances their learning and attainment. Assembly times are used very productively to introduce the pupils to the music of many different cultures. Year 3 pupils made good progress in developing their understanding of the structure and language of opera, when they listened to 'Hansel and Gretel'. By the end of the lesson they were able to identify the different voices and groups of people who were singing. The quality of provision for listening and appraising is also heightened by the use of a very good sound system.
115. The quality of teaching and learning throughout the school is very good. The music specialist is skilled and confident in her teaching and provides a wide range of stimulating opportunities for the pupils to make good progress. The focus of her teaching is always to involve the pupils in making music to a high standard and improving their performance. She uses her own knowledge and enthusiasm to motivate and captivate the pupils. The pupils respond with great enthusiasm and total concentration. The lessons are very well planned and the pupils receive a rich and challenging curriculum. This not only improves their attainment but it considerably enhances their personal, social and emotional development.

PHYSICAL EDUCATION

116. During the inspection dance and games lessons were observed across the school. Planning shows that during the course of the year all areas of the physical education curriculum are fully covered.
117. At Key Stage 1 standards are in line with those expected for this age group. At Key Stage 2 attainment is above national expectations, in particular in swimming, rugby and dance. The high standards and provision seen in the last inspection have been well maintained. All pupils, including those with special educational needs make good progress. Pupils' swimming skills are well above average. By the end of Year 4 over 80 per cent of pupils swim the minimum requirements of 25 metres and many do more than this.
118. Dance is a particular strength of the school with pupils in all classes showing a high level of commitment and maturity in their approach to the subject. There is a specialist teacher who works with all pupils and, together with the co-ordinator is responsible for planning. This ensures that when she is not available classroom teachers continue the work confidently and effectively.
119. By the end of Year 2 pupils know the importance of warm up and cool down activities at the beginning and end of lessons. They show a good awareness of space and others as

they explore different ways of travelling around the floor listening to the teacher for the next instruction. They learn well as they move to the rhythm of the music and march in time; they extend this through turning in different directions and stopping on command. In Year 1 they combine different movements, for example marching and jumping and improve with practice as they complete a sequence of three movements with measurable success.

120. By the end of Key Stage 2 pupils are well aware of the effects of exercise on their bodies and know the importance of warm up and cool down exercises. . They are very confident at performing dance routines and many are able to quickly choreograph new movements. They show high levels of originality and creativity as they synchronise their movements and search to be different from others. They work co-operatively as they put together their sequence, improving their movements in time with the music. Older pupils show good understanding in games lessons and work skilfully and co-operatively, for example, in unihoc games practising dribbling and passing to improve their skills in ball control.
121. The quality of teaching is good at both key stages. Lessons begin with an effective warm up and move at a brisk pace. All teachers demonstrate a secure level of expertise. They are clear what it is that pupils should learn and provide them with good opportunities to practice and perform their work individually and in pairs and groups. They have high expectations of the pupils' and use effective questioning, encouraging them to consider what they could do to improve their performance. They use demonstration and praise well to motivate pupils and encourage them to critically review the work of others. The effective and often skilful teaching contributes well to the pupils' strong interest in the subject.
122. The good management skills of the teachers ensure that all pupils are very well behaved. Pupils respond quickly and very co-operatively and apply themselves well to new tasks. They become totally engrossed in developing their planned sequence and work hard showing no inhibitions as they practice and improve their performance repeating the movement patterns with increasing control. All pupils show enjoyment and often enthusiasm in dance and games lessons and pupils' positive response and very good behaviour clearly contributes to the progress they make.
123. The co-ordinator is well qualified and has a good knowledge of how the subject is taught throughout the school. There are sufficient resources to meet the needs of the curriculum and the school makes good use of the facilities. The range of out of school activities and clubs is very good and contributes very effectively to pupils' personal, social and sporting development.