

INSPECTION REPORT

KIPPAX GREENFIELD PRIMARY SCHOOL

Kippax, Leeds

LEA area: Leeds

Unique reference number: 107867

Acting Headteacher: Mr P Brough-Jones

Reporting inspector: Mrs S. E. Hall
21750

Dates of inspection: 22nd – 25th January 2001

Inspection number: 195734

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community and Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	mixed
School address:	Ebor Mount Kippax Leeds West Yorkshire
Postcode:	LS25 7PA
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Appropriate authority:	Governing Body
Name of chair of governors:	Cllr. K. Parker
Date of previous inspection:	7 th July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21750	Mrs S. E. Hall	Registered inspector	Science Art Physical Education. Equal Opportunities. Provision for pupils with English as an additional language.	The school's results and achievements. How well are pupils taught? What could the school do to improve further?
9981	Mr S. Hussain	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents and carers?
7983	Mr I. Johnston	Team inspector	Areas of learning for children in the Foundation Stage. Information and Communication Technology. Religious Education.	How well is the school led and managed?
18027	Mrs S. Mawer	Team inspector	English. Geography. Music.	How good are the curricular and other opportunities offered to pupils?
22704	Mr. G. Williams	Team inspector	Mathematics. Design and technology. History. Special educational needs.	How well does the school care for its pupils?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	26
PART C: SCHOOL DATA AND INDICATORS	27
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	31

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kippax Greenfield Primary School is in a large village five miles to the east of Leeds. There are 197 pupils attending the school, which is of average size. Almost all pupils are of white ethnicity with no pupils having English as an additional language. There are 46 pupils on the school's special educational needs register, which represents 24% of the school's population, and is above average. There are two pupils with statements of special need. Approximately 7% of pupils are known to be entitled to free school meals, which is below average. Pupils' attainment on entry to the school is broadly average, although pupils often have above average personal and social and speaking and listening skills.

HOW GOOD THE SCHOOL IS

This is a school that provides a satisfactory quality of education and where there is a recent but clear indication of improvement in several key areas of leadership and management since the appointment of an acting headteacher. The quality of teaching during the inspection was good throughout the school and this leads to good progress being made in several key subjects. Standards in Key Stage 2 have mostly improved since the previous inspection but those in writing have fallen in Key Stage 1. Overall, taking all relevant factors into account, the school provides satisfactory value for money.

What the school does well

- Standards are above average in English, mathematics and science at the age of eleven and in speaking and listening, mathematics and science at the age of seven.
- Teaching is good. This supports pupils in making good progress.
- Pupils' attitudes to learning and their behaviour are good and relationships are very good.
- The provision for pupils' spiritual, moral, social and cultural development is good.
- The provision for pupils with special educational needs is good.
- The quality and use of staff in support roles is very effective.
- The information to parents is good.

What could be improved

- Standards of writing at Key Stage 1.
- Standards in information and communication technology (ICT) particularly at Key Stage 2.
- The use of assessment information to track pupils' attainment and to set clear targets for all groups of pupils so that standards are raised further.
- Aspects of leadership and management including the development of the role of the senior management team, the monitoring and evaluation of planning, teaching and learning and the active involvement of the Governing Body in strategic development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous inspection of the school in 1997 identified eight key areas for improvement. The progress made in several of these areas has been very recent and slower than it should have been. Whilst overall improvement has been satisfactory, it has been inconsistent. Three key issues centred on the need to improve planning and teaching in order to raise pupils'

progress in Key Stage 2. The school has successfully implemented the National Literacy and Numeracy Strategies and national guidelines in other subjects. Curriculum planning is now satisfactory and good improvement has been made in the quality of teaching. The school was also asked to improve the consistency and use of assessment. This has been slow to develop and, whilst assessment routines are in place, the use of the information gathered remains variable. The school was required to ensure that all statutory requirements were met, including those in assessment, recording and reporting and information technology and geography. Improvement has generally been satisfactory. However, standards in information technology are below average in Key Stage 2 and remain an issue.

The school was required to develop the role of the governing body in monitoring and evaluating the work of the school. Overall, there has been insufficient improvement in the direct involvement of the governing body in day-to-day activities. The school has made satisfactory progress in ensuring that an appropriate curriculum and outdoor facilities are provided for children under five. Improvements have, however, often been very recent, with the outdoor environment only improved in the last few months. Through the recent work of an acting headteacher and senior staff, there is a clear team spirit developing in the school and the capacity for further improvement is now good.

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	A	C	E
Mathematics	B	A	C	E
Science	B	A	C	D

Key

well above average A

above average B

average C

below average D

well below average E

The assessments for pupils aged eleven in 2000 show that attainment was average when compared to all schools but below or well below average when compared to schools with similar characteristics. Inspection findings show that standards for the group of pupils now in Year 6 are better than those indicated in last year's national tests. The current standards of pupils in English, mathematics and science are generally above average. This cohort of pupils has a higher proportion of pupils with attainment above average than last year. Inspection findings confirm that good progress is being made in lessons in all three subjects, although progress over time has been slower. The school has very effective provision for pupils with special educational needs and sometimes pupils with special educational needs choose to attend the school from outside the school area. In the last five years, the trends in attainment have been very variable, but broadly in line with the national trend. School targets for 2001 are for 84% of pupils to achieve the expected level in English and for 81% to achieve the expected level in mathematics and the school is now well placed to achieve the targets for the current year. Standards in information and communication technology and music are below average at the age of eleven.

The end of Key Stage 1 assessments in 2000 show that when compared to all schools standards were below average in writing and mathematics, but average in reading. When the

attainment of this group of pupils was compared to that of pupils in similar schools, standards were below average in reading and well below average in writing and mathematics. Inspection findings are that pupils in Key Stage 1 make good progress and by the age of seven currently attain average standards in reading and exceed the expected standard in mathematics and science. However, pupils do not make enough progress in writing and they do not achieve the standards of which they are capable. When children enter the reception class, assessment indicates that standards are average. These children make good progress in their first year in school and the large majority are on line to achieve the Early Learning Goals for children of this age, with several likely exceed these targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good, most pupils like coming to school and have positive attitudes to learning. Pupils concentrate well and freely contribute to discussions.
Behaviour, in and out of classrooms	Good. Behaviour in classrooms is consistently good. There have been no recent exclusions.
Personal development and relationships	Good overall. Relationships are very good with older and younger pupils mixing happily in a supportive family atmosphere.
Attendance	Good. Most pupils attend regularly, although some parents choose to take holidays in term time, which disrupts pupils' learning.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
54 lessons seen overall	Good	Good	Good

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

During the inspection, teaching was judged to be very good in 17% of lessons, good in 67%, satisfactory in 13% and unsatisfactory in 4%. Staff work well together as a team. The even quality of teaching ensures that consistent progress is now made as pupils move through the school, although progress over time has been slower. There is good challenge for all groups of pupils including those with special educational needs. Support staff are closely involved in classroom activities and a valuable asset in supporting pupils. The quality of teaching has improved since the previous inspection particularly at Key Stage 2.

The teaching of literacy skills is satisfactory in Key Stage 1. Pupils make good progress in reading but insufficient progress in writing. The teaching of numeracy at Key Stage 1 is good. The teaching of literacy and numeracy skills in Key Stage 2 is also good. The teaching of information and communication technology is satisfactory overall. Whilst progress has been made, computers are not used in a systematic manner to support teaching across the curriculum. The small amount of unsatisfactory teaching was in music at Key Stage 2, with teachers having insufficient subject knowledge to move the pupils on in their learning. Teaching in the Foundation Stage was good in each lesson observed and ensures the children make a secure and enjoyable start to their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory and meets statutory requirements. The curriculum is broad and relevant to the pupils' lives whilst extending their learning in new areas. The allocation of time to each subject is reasonable, but pupils do not always have regular access to computers to support their learning.
Provision for pupils with special educational needs	Good. Planning makes good use of knowledge of individual pupils' learning needs. Support staff work very closely with teachers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. This supports the development of pupils as rounded individuals with awareness of the needs of others.
How well the school cares for its pupils	Satisfactory. There are good procedures for the monitoring and promotion of good behaviour. The use of assessment information to target pupils' work to enable them to reach the next level of attainment is not fully effective.
How well the school works in partnership with parents	Satisfactory. The quality of information to parents is good. Overall links with parents are effective and the contribution they make to their children's learning, at school and at home, is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The acting headteacher is working closely with staff to further develop their confidence and skills. The role of the senior management team and subject co-ordinators are under-developed.
How well the governors fulfil their responsibilities	Satisfactory. Governors are very supportive of the school. Some members of the governing body are well informed about standards in the school and are closely involved in development planning, but the effectiveness of the governing body in aspects of strategic development is partially restricted by vacancies within the group.
The school's evaluation of its performance	Unsatisfactory. Systems have recently been introduced to undertake monitoring and evaluation of planning, teaching and learning. But the involvement of senior staff, subject co-ordinators and the governing body needs more consistent development in relevant areas.
The strategic use of resources	Good. Support staff are particularly well deployed in supporting all pupils, especially those with special educational needs. The school has adopted the principles of best value in all purchases.
Staffing, accommodation and learning resources	Satisfactory. The school administrator has excellent skills and supports the smooth running of the school very effectively. Accommodation is used well, but safety concerns remain over the steepness of steps around the school. Resources for ICT are not used sufficiently and those for design and technology are poor.

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 vast majority of parents think their children are happy, that they are expected to work hard and that they make good progress. • Parents think that behaviour is good. • Almost all parents think that the quality of teaching is good. 	<ul style="list-style-type: none"> • Several parents do not think that homework is used effectively and that the school does not provide an interesting range of activities outside lessons. • Several parents do not feel well informed of the progress their child is making. • Some parents do not feel that the school works closely with them.

Inspectors generally support the positive views of parents. Pupils are happy, behaviour is good as is the quality of teaching. A significant number of parents are disappointed about the arrangements for homework. Inspectors were content that, whilst variable and sometimes inconsistent, arrangements are satisfactory overall and that homework makes a sound contribution to pupils' learning. Some parents were concerned at the number and range of extra-curricular activities available, but these are in line with those offered by similar sized schools. A number of parents do not feel that they are well informed about how their children are getting on. Inspectors looked at the pupils' annual reports carefully and re-assure parents that they are of a high quality. Inspectors note that some parents felt their concerns were not always appreciated, but that the new senior management team sees the further development of parental involvement in the school as a priority.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Inspection findings show that the standards reached by pupils at the end of Key Stage 2 are above average in English, mathematics and science. This indicates an improvement in the standards seen in the Year 2000 end of key stage assessments and since the time of the previous inspection in all three subjects.
2. The 2000 National Curriculum tests showed pupils' attainment in English and mathematics was average when compared to schools nationally but well below average compared with similar schools. Science results for 2000 showed attainment being average when compared to all schools but below average when compared to similar schools. Schools are deemed to be similar on the basis of entitlement to free school meals. The school's information indicates that there are families who do not pursue their entitlement to free school meals, so comparisons to similar schools in this case may appear unfavourable. The number of pupils with special educational needs is often higher than average and a factor in depressing attainment indicators in some years.
3. The assessments showed that whilst the school had a good proportion of pupils attaining the expected levels in English and science, there were fewer pupils attaining the higher levels than seen nationally. In mathematics, the assessments showed a smaller proportion of pupils attaining the average standard than seen nationally but with a slightly better proportion of pupils with high attainment. Over the past four years there has been some considerable variation in standards. School information indicates that the variation in attainment is closely related to the number of pupils with acknowledged special educational needs within particular year groups. Overall trends in attainment are broadly in line with those seen nationally but not always high enough.
4. Standards in information and communication technology are below expected levels at the end of Key Stage 2 but have shown recent improvement. Standards in music are also below expectations at the end of Key Stage 2. However, standards are above average in art and design and history by the age of eleven and in line with national expectations in design and technology, geography and physical education. Standards in religious education meet the expectations of the locally agreed syllabus.
5. Inspection findings show that standards at the end of Key Stage 1 have been maintained since the previous inspection except in writing, where they have fallen. Standards in speaking and listening are above average. Those in reading are average but attainment in writing is below average. Overall, pupils are not achieving the standards in English of which they are capable. Standards in mathematics and science are above average at the age of seven.
6. In the national tests at the end of Key Stage 1 in 2000, standards in reading were average when compared to schools nationally but below average when compared to similar schools. The national tests indicated that standards in writing and mathematics were below the national average and well below average when compared to schools in similar contexts. Teacher assessments indicate an average proportion of pupils attaining the expected standard in science but with a lesser proportion attaining the higher standards than seen nationally. Pupils achieve standards above the average in art and design and have average attainment in all other subject areas.

7. Children enter the school at the age of four with levels of attainment that are assessed as broadly average. Their personal and social development is often above average. Many children are confident and have speaking and listening skills which are above average. Early reading and writing, mathematical and physical skills are in line with what is expected of children of this age. Inspection findings show that improvements have taken place since the previous inspection in the planning and teaching of children in the Foundation Stage of learning. Children make good progress in their first year in school in all areas of their learning and are on course to reach the Early Learning Goals at the end of their time in the Reception class, with several in line to exceed these expectations. The good quality of learning in the Foundation Stage provides a secure basis for further learning as pupils move through the school.
8. Pupils make good progress in Key Stages 1 and 2 overall, with the quality of learning and progress made being allied to the good quality of teaching in several subjects. Where there is evidence of less progress, as in writing in Key Stage 1 and information and communication technology and in music in Key Stage 2, this is often due to relatively slow developments in the subject since the previous inspection or limitations in teachers' knowledge and understanding.
9. Pupils in both key stages make good progress in developing their speaking and listening skills. Most are confident and articulate speakers and listen and respond well. Many pupils offer detailed and accurate answers and ideas in introductory and plenary activities and talk happily with teachers and their friends. Pupils in Key Stage 1 show a good level of interest in reading and make sound progress overall in the acquisition of reading skills, with some pupils making good progress. Pupils in Key Stage 2 make good progress in reading with many reading a range of fiction and non-fiction books with enjoyment and with good understanding of the text. Progress is unsatisfactory in writing at Key Stage 1 and pupils do not always make the progress of which they are capable. The teaching of a neat form of handwriting is not given sufficient priority and the skills of writing grammatically and spelling accurately are unsatisfactory. The progress made in writing is better in Key Stage 2 where writing skills often develop well when writing in subjects across the curriculum.
10. Progress in mathematics is good at both key stages. Pupils soon become familiar with numbers and measures and their mental calculations become more accurate and faster as they mature. Higher attaining pupils offer good explanations of how they have worked out problems. This enables knowledge to be shared with the class as a whole. The skills of collecting and handling data are used well particularly in science.
11. The quality of pupils' learning in science is good throughout the school. Pupils begin to develop and use a good scientific vocabulary. A particular strength in pupils' work is the development of the knowledge and skills to carry out investigative and experimental tasks with confidence and understanding.
12. The progress that pupils make in information and communication technology is variable throughout the school and, whilst now good in Key Stage 1 and satisfactory in Key Stage 2, has over time been insufficient to move the pupils on rapidly enough in their learning. Whilst many pupils have a reasonable grasp of word processing, they make less progress in other areas including handling data and in aspects of control and modelling. There have been rapid developments in the subject since the time of the previous inspection and the school has been slow to respond to these changes. While progress in information and communication technology is generally satisfactory this has been an area that has been slower to develop over a period of time than it should

have been. Whilst the school now has an appropriate number of computers, their use in lessons is often limited and not enough to enable the pupils to make sufficient progress.

13. Pupils make good progress in religious education and art and design throughout the school and in history in Key Stage 2. Progress in design and technology, geography and physical education is satisfactory across the school. Progress in music is satisfactory in Key Stage 1, but unsatisfactory in Key Stage 2. Some teachers have limited skills and confidence in their own subject knowledge and do not move the pupils on in their learning.
14. The progress made by pupils with special educational needs towards the targets identified in their individual education plans is good. The school is fortunate to have the services of a team including a talented special educational needs teacher and support staff that work very closely with teachers and pupils. This makes a significant difference to the quality of support offered and raises the self-esteem of pupils who often find support activities demanding but enjoyable.
15. The school is in the early stages of target setting, and the use of assessment in planning new learning is also at an early stage. The attainment of boys and girls shows some slight variations year on year but broadly corresponds to the national pattern. The school is beginning to make effective use of information to track the attainment of all pupils. Targets in 2000 were met in English but not mathematics. Higher targets have been set for 2001 which inspectors agree are demanding but achievable.

Pupils' attitudes, values and personal development

16. The school has successfully maintained the high quality of pupils' attitudes, behaviour, relationships and personal development since the last inspection. Pupils' enjoy school and this is reflected in their good behaviour and positive attitudes towards work. They co-operate well with teachers and apply themselves fully to tasks. They show high levels of interest and enjoyment in work. For example, in a Year 1 personal and social education lesson, all pupils took part in a long discussion about feelings. They were very keen to share their experiences and when asked to consider how a hand puppet was feeling, being new to the school, there was 'pin drop' silence as they tried to hear what the puppet was whispering into the teacher's ear. In a Year 5 science lesson many pupils gasped as they realised how we smell perfume in an experiment on the effect of heat on liquids.
17. Pupils show much interest and enthusiasm in extra-curricular activities and school visits. During the inspection, pupils particularly enjoyed the art and library clubs. Children in the Foundation Stage are developing positive habits in their learning. For example, Reception children were seen to get changed quickly for a dance lesson; walk across to the hall extremely quietly so as not to disturb other classes; and then participate very well in warm up exercises and dance routines. They all share role-play areas and equipment with good consideration for each other and generally play and work very well together.
18. Behaviour is good throughout the school. This makes a considerable contribution to pupils' progress. The school is a friendly, happy and orderly community. Pupils behave sensibly in classrooms and at assemblies. Lunchtime is a very pleasant social occasion where pupils mix very well together and enjoy each other's company. Occasionally, in the playground, some pupils can get a little boisterous. On the occasions observed, there was no malice involved. Bullying is not a problem. When it

occurs, staff deal with it straight away and help those concerned make friends afterwards. All pupils are polite and respectful towards staff and visitors.

19. Behaviour management by staff is good with a consistent whole school approach to reinforce the behaviour code. Staff are very patient with pupils in explaining why certain behaviour is wrong. Pupils are well involved in discussing the school rules and often make suggestions for minor sanctions. This results in pupils having a good and clear understanding of the impact of their actions on others. Where instances of misbehaviour occur teachers usually deal with this well. There were no exclusions at this school in the last academic year.
20. Relationships are very good. Parents are particularly pleased at how well older pupils care for younger ones. Pupils carefully listen to and value each other's contributions and achievements in lessons. A good example of this was seen in a Year 4 science lesson during the summary session at the end of a lesson about the many tests that were carried out on the conductivity of materials. All pupils took turns and listened to each other's views and conclusions with respect. At the end of school, when a sticker can be given for 'worker of the day', pupils spontaneously clap the winner in Year 1. Pupils generally show good levels of respect for the feelings, values and beliefs of others. The pupils are trustworthy and care for property. They respect their own property and that of others.
21. Pupils' personal development is satisfactory. Pupils are maturing as independent learners and their confidence in their own abilities grows as they progress through the school. They make use of textbooks to find information, but more use could be made of the library and of homework to enhance pupils research skills. Key Stage 2 pupils display good information retrieval skills and distinguish the advantages and disadvantages of using contents and index pages in books. However, the teacher often selects learning resources and the school should give pupils more opportunity to decide what they need in lessons to encourage their independence and creativity.
22. Pupils show satisfactory levels of initiative and responsibility. 'Mentors' in Year 5 are very caring towards the Reception pupils they are linked to. Year 6 pupils carry out their play and lunchtime duties conscientiously and provide good support for others in their roles as 'technicians' for the computers. All monitors that were seen over the period of inspection perform their tasks in a helpful and effective fashion.
23. Enthusiasm for school is good and this is reflected in good levels of attendance. The rate of attendance is above the national average for this type of school, but some families take holidays in school time, which disrupts the education of these pupils. There is no unauthorised absence. Punctuality is good and a smooth start is made to the school day. The school has successfully maintained good attendance since the last inspection with a marked reduction in unauthorised absence.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

24. The overall quality of teaching in each key stage is good. During the inspection teaching was very good in almost 17 % of lessons, good in almost 67 %, satisfactory in 13 % of lessons and unsatisfactory in less than 4 % of the lessons observed. Staff have developed a very good and supportive team approach to planning and teaching. There is a close and mutually supportive ethos to teaching, which all staff note has recently been enhanced.

25. In the last inspection report, teaching was reported as sound overall, with some weaknesses, particularly in Key Stage 2 in relation to the use of assessment to provide work that was consistently well matched to the individual needs of pupils. Since this time, the quality of teaching has improved and is now good or better in three-quarters of all lessons observed. A strength of teaching throughout the school is the very good management of pupils.
26. Teachers' planning for lessons is good and clear account is made of work that pupils have previously covered. Schemes of work are now used in a consistent manner. Whilst the use of assessment data is still not fully effective, the majority of lessons provide three different but linked tasks based upon the central area of learning in that lesson. This means that tasks are often organised for groups of higher, average and lower abilities. This is a good strategy that ensures that most pupils work on tasks that are achievable and with additional activities available. Teaching builds in a continuous and progressive manner on what the pupils know, understand and can do.
27. A particular strength in many lessons is the very effective use of classroom support assistants and special educational needs support staff. These staff are well informed and very effective in their work. They attend in-service training activities and work very closely with teachers in planning and organising activities, especially for those with lower attainment. In most cases, very effective use is made of support staff who make good use of praise and sometimes humour to motivate the pupils to try harder. This is a strength of the school and something that the parents are justifiably pleased about
28. Teaching in the Foundation Stage is good. Whilst no overall judgement was made as to the quality of teaching in the first inspection, planning at that time was not based on the appropriate areas of learning for children under five. Planning is now effective, well established and clearly based upon the required Early Learning Goals for children of this age. The Reception class teacher and classroom support assistant have developed very effective and close working practices where they work very much as a team. Both have high expectations of the children's behaviour, which develops in a warm and caring environment and ensures that good behaviour is established from entry into school. The organisation of activities is well considered and makes appropriate demands on all groups of pupils and there are many opportunities for children to tell their classmates what they have been finding out, and this develops their confidence well.
29. Teaching in Key Stages 1 and 2 in the lessons observed is good, with some very good teaching seen in both key stages and particularly in Year 6. The teaching of pupils with special educational needs is good. Many teachers, including the special educational needs co-ordinator (SENCO) share the learning aims of the lessons with pupils. They often write these on the board. This provides pupils with a sharp focus for the tasks and helps raise their self-esteem, by showing them how their work builds on what they already know. This is a particularly effective strategy with pupils who find learning difficult, as seen when a group of lower attaining pupils worked with the special educational needs co-ordinator and support assistant. In this lesson, pupils clearly understood that they were to convert a fraction to a decimal and show simple fractions as percentages. The evident enthusiasm and humorous approach and use of praise by both the teacher and very effective support assistant made learning enjoyable and encouraged pupils to make very good progress towards the learning targets in their individual education plans.
30. Teaching in Year 6 is often very good. Teaching is firm but fair with very clear expectations for pupils to work hard. Pupils are told specifically when to use silent

voices or partner voices or when they are allowed to make full contributions to activities. This is a very effective strategy and provides quiet opportunities when pupils are able to concentrate on a specific task, such as, identifying factors that affect the size and position of the shadow of an object by investigating how moving the light source causes change.

31. Teachers make very effective use of questions to both check what pupils know and also to encourage the pupils to discuss working methods and to make estimates or hypotheses. Introductions to lessons are carefully planned and most pupils are involved in expressing what they already know and understand or their ideas in work that is new. Teachers make good use of directed questions, not only to spur on the pupils with higher attainment to think how they can improve their work, but also to involve the quieter and less confident pupils. Teachers often thank pupils for their ideas and make good use of praise to raise confidence further. Staff are aware that occasionally some pupils, including the younger or lower attaining pupils within several classes, find it difficult to concentrate during lengthy whole class activities and try to include different activities to maintain pupil interest.
32. Literacy skills are taught effectively, although over time the teaching of writing has been less effective. The school has adopted the National Literacy Strategy appropriately. Teaching in English is satisfactory at Key Stage 1 and good at Key Stage 2. In Key Stage 1, many pupils make good progress in developing their speaking and listening skills because of the well organised range of activities that encourage the pupils to share their ideas with the whole class. The teaching of reading is carefully considered and pupils make satisfactory progress. However, the teaching of writing skills at Key Stage 1 is unsatisfactory. Pupils are not consistently taught the skills of forming their handwriting carefully or of developing a good degree of accuracy in spelling and grammatical construction. Insufficient use is made of specific assessment to track such progress and of homework to support learning in this area.
33. The school has adopted the National Numeracy Strategy effectively and some aspects are developing well. The teaching of mathematics is good and builds on pupils' use of numbers and measures and their understanding of shape and space. Good account is made of the development of skills to use and apply mathematics across the curriculum and there are good links with science activities. Many teachers make good use of mathematical vocabulary to ensure confidence builds and older pupils are able to use the words numerator, denominator and rounding with accuracy and understanding.
34. In science, teachers generally have a good level of subject knowledge, which enables them to give plenty of information and explanations when introducing tasks. Staff have worked hard to improve and develop the skills of scientific enquiry. Many science lessons include the opportunity to carry out an investigation or experiment by collecting evidence through observation and measurement. Good use is made of simple science planning formats for older pupils so that they answer questions such as 'how', 'why' and 'what will happen if' they follow a line of enquiry. Staff are keen for pupils to develop a range of methods of recording their findings and have very sensibly limited the use of commercial worksheets in science and other subjects. This is a good strategy and has supported the development of writing skills in Key Stage 2.
35. Whilst teachers' knowledge and understanding of most subjects is good overall, there are weaknesses in their skills in information and communication technology and music. Several teachers, particularly in Key Stage 2, do not have a high level of confidence in their own skills and do not make sufficient use of information and communication technology as a tool to aid learning across the curriculum. Whilst the school has made

recent progress in developing the quality of hardware and software available in school, there has been insufficient in-service training to boost teachers skills and this limits the progress that pupils make. Some teachers do not have high enough levels of subject knowledge to ensure pupils make satisfactory progress in music. There is an insufficient level of challenge to older pupils and teaching is unsatisfactory. Whilst the school has relatively recently introduced procedures for monitoring and evaluating the quality of teaching, this has been limited and has not been effective in identifying and addressing limitations in teachers' knowledge and understanding. The teaching of religious education and art and design is good and in other subjects is satisfactory overall.

36. Teachers have established very clear expectations of pupils' good behaviour in lessons. Because these expectations are consistent throughout the school, staff are able to concentrate on the task of providing suitable activities and do not have to continually address behaviour issues. Very occasionally, in lessons that are otherwise satisfactory, there are minor issues of managing the behaviour of a small group of pupils in the upper part of Key Stage 2. Teachers are conscious of the need to ensure that such behaviour does not impinge on the work of other pupils and mostly manage such issues well.
37. The use of homework is often good in English but otherwise is variable and sometimes inconsistent. This is an issue noted by parents. Although the quality of the homework and the regularity with which it is set vary, the arrangements are satisfactory overall and homework makes a sound contribution to pupils' learning.

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

38. Since the previous inspection the school has improved the quality of the curriculum and most of the key issues have been addressed. All subject documentation now meets the statutory requirements of the National Curriculum, including the provision for religious education. The quality and range of learning opportunities are satisfactory and sufficient time is allocated for each subject to be taught in appropriate detail.
39. The school has begun to adapt many of the national guidelines into their own schemes of work. This has improved the quality of whole school planning, which lacked coherence at the previous inspection. However, the planning for information and communication technology and music is not yet helping teachers to cover progressively the skills pupils need to make good progress through the school. This was a general weakness in all subjects at the previous inspection and is only slowly being addressed in some areas. The school has not fully developed the opportunities for subject leaders to monitor teachers' planning in these subjects to determine the effect on the teaching and learning. This particularly applies to information and communication technology and music where standards are currently below average at the end of Key Stage 2.
40. Useful links in the teachers' planning are made across different subject areas to enrich the curriculum, although these could be developed further, particularly to enhance writing skills. At the moment, the use of information and communication technology to support learning in other subjects is unsatisfactory. However, the planning for this subject indicates improvements will take place as new computers are introduced into the school.

41. The implementation of the National Strategies for Literacy and Numeracy is generally effective and provision overall is satisfactory. The generous amount of time for English and mathematics is having a positive impact on pupils' reading and number skills at both key stages and to their writing skills at Key Stage 2. Not enough progress has been made in finding successful strategies to improve writing at Key Stage 1 and standards are not as high as they should be. Teachers often use the structure of literacy and numeracy lessons in other subjects. This provides a clear framework for teaching and is helping to improve its quality.
42. The school provides a satisfactory number and range of extra-curricular activities for its pupils. This is a similar picture to that of the last inspection. Lunchtime and after-school activities include recorders, choir, gymnastics and sports and a popular library club. Pupils go on a number of excursions and educational visits and this enhances their studies and topic work. For example, Year 2 pupils recently went to Armley Mills Museum to take part in role-play as part of their 'Victorians' topic. However, there are no extra-curricular activities for pupils in Key Stage 1 on a regular basis.
43. Provision for pupils personal, social and health education (PSHE) is satisfactory. The school has recently introduced a policy and this represents some progress since the last inspection. The co-ordinators for PSHE are in the process of developing detailed guidelines for all staff. The school uses its links with the community well to support teaching. For example, a community police officer regularly gives talks to pupils on 'stranger danger' and personal safety. An advisor from the Local Education Authority is regularly involved in supporting sex education. The school makes satisfactory provision for pupils' education on health, sex and drugs education and for citizenship.
44. As at the last inspection, links with the community are good, providing enrichment to pupils' learning. The school is active in developing relationships with local organisations to give pupils additional learning opportunities. Members of the clergy from St Mary's Church frequently lead assemblies on themes agreed with the school. This gives pupils good opportunities to think about spiritual and moral issues. The link with a local synagogue has included visits and talks from staff there. For example, Year 6 recently received a talk about the Holocaust when they were doing their World War II topic. Leeds Mobile Library Service and Museum Service both provide the school with valuable loans to support learning.
45. Trainee teachers from Leeds University are welcomed and the school is in the final stages of agreeing a numeracy and literacy course with a local college. This is tailored for parents to develop their strategies for supporting their children's learning at home. The school has very good relationships with other local primary and comprehensive schools through the 'family of schools' initiative.
46. The school has no pupils with English as an additional language but the special educational needs co-ordinator (SENCO) is well briefed on issues of educational inclusion and informed as to the support that might be available for such pupils. All staff are appropriately familiar with issues of equality and access to the curriculum. Whilst some pupils are regularly withdrawn from class to receive additional support, this is very well planned. The special educational needs co-ordinator works closely with class teachers and support staff to ensure that pupils receive good quality support that enhances their access to an appropriate curriculum.
47. The provision for pupils' spiritual, moral, social and cultural development is good. This represents an improvement from the previous inspection when the opportunities to appreciate other cultures was satisfactory.

48. Pupils' spiritual development is promoted well in assemblies, where a positive sense of community and shared values are celebrated together. The spiritual appreciation of the natural world has been given a high profile in the school through the development of a very successful conservation area. Here pupils can observe closely a wide range of mini-beasts, butterflies and even hedgehogs. There are also some good opportunities for pupils to appreciate spiritual aspects of literacy, music, art, science and religious education. The displays around the school show clearly the feelings and emotions often felt by the pupils in their work. For example, in portraying relationships, the pupils use examples of well-known artists to produce their own very creative double portraits. These were further developed into portraits of Mary and Joseph for use as Christmas cards.
49. Pupils' moral development is promoted well through the caring relationships that exist between all staff and pupils. Staff provide very good role models in reinforcing good behaviour and sharing positive values. The school is generally a well ordered community with established routines, where pupils are taught to know the difference between right and wrong. Assemblies are sometimes used to praise pupils for their positive behaviour and concern for others. All pupils feel safe and happy in the school and this has a positive effect upon the quality of learning. Moral issues are also explored successfully with older pupils through school initiatives on health and drugs awareness.
50. Provision for social education is good. All pupils, parents and staff are valued members of the school and relationships are very positive. Pupils show some initiative and responsibility in working independently during literacy and numeracy lessons. There is still scope to develop this further, in particular by giving pupils more opportunities to work collaboratively and carry out their own research. The library is currently not being used enough for this purpose. Older pupils are encouraged to take on some additional responsibilities around the school and support the younger pupils at lunch times. Whilst pupils are keen to help their teachers, there are limited opportunities for them to make a more structured contribution to the organisation and running of the school. Pupils show a good understanding of the needs of others through their involvement with charities and their help with fund raising.
51. The cultural provision for pupils' learning is good. Opportunities have been widened for pupils to experience the richness of other cultures. In religious education they learn about life in a multi-cultural society through the celebration of religious festivals and the teaching of Christianity and other faiths. In their study of Judaism, a visitor from the Jewish community talks to the pupils about her life and faith. Many pupils have visited the local synagogue and Year 2 pupils have cooked Jewish food. The study of a village in Ghana by Year 2 pupils has been extended to design and technology work and making a Ghanaian tunic. In music and art, pupils consider the works of great musicians and artists from around the world. Pupils are also helped to continue to appreciate their own cultural traditions by many local visits and visitors to the school. There are strong links with the village where most of the pupils live and particularly the church and the family of neighbouring schools. The understanding of citizenship is heightened through singing in the community, often with other schools.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

52. The high level of pastoral care is a positive aspect of the school, although there are still some areas for development. A number of steps are taken to ensure pupils' health and safety. The level and quality of educational and personal support and advice given to pupils is satisfactory. Day-to-day informal support is often very good. These provisions contribute significantly to the caring and family ethos of the school, and are effective in supporting pupils. Parents rightly feel that the school's staff are very caring and want their children to achieve their best.
52. There are suitable arrangements for the induction of new pupils to school. Prospective pupils to the Reception class have the benefit of well planned sessions to meet staff and experience class routines. A number of pupils come to this school having spent some time in the parents and toddlers group or nursery groups that meet locally. These factors are effective in giving prospective pupils confidence when they begin school life.
53. Arrangements for child protection are satisfactory overall. The school has developed a satisfactory policy document incorporating the local authority procedures. Staff follow procedures fully and show a high level of care and vigilance at all times. There are two designated officers to deal with any issues and they do so effectively. Extensive training to be provided very shortly by the local authority will make staff more aware of their responsibilities.
54. Procedures to ensure pupils' safety and welfare are satisfactory. A member of the Governing Body with designated responsibilities undertakes a comprehensive range of safety checks each term. Accident and emergency procedures are effective in dealing with problems. Fire drills are carried out regularly and are appropriately recorded. Two staff are trained and qualified in administering first aid. The school has addressed the safety concerns mentioned at the last inspection. However, the steep steps outside the school are still a concern. The acting headteacher is investigating what more can be done regarding compliance with safety regulations, such as, the need for safety rails at the sides of stairs and better lighting and the review of access to the buildings and classrooms for pupils with restricted mobility.
55. The school works closely with several external agencies in raising awareness of health and safety matters. The school nurse is a regular visitor and monitors pupils' general health and gives talks on many aspects of healthy living. All Year 6 pupils have the opportunity to receive training and take a test each year in cycling proficiency.
56. Procedures to monitor and promote pupils' attendance are good. They were deemed very good at the last inspection but the national levels of attendance have risen considerably and the inspection judgement is made in that context. Reports of the attendance and punctuality of all pupils are regularly provided by the secretary to staff and the Governing Body. Any problems are picked up quickly and there are rigorous procedures in place to follow up absence. Newsletters to parents regularly remind them about the importance of good attendance, although some parents choose to take holidays in term time, which affects pupils' progress. Certificates are awarded to pupils at the end of the year if they achieve 100% attendance.
57. The school's procedures for monitoring and promoting appropriate behaviour are good. The school has a written policy regarding bullying and this is an improvement on the last inspection. Detailed records are kept of any incidents of bad behaviour and this allows the school to identify any worrying patterns and trends. Where there are problems, this information is used effectively to monitor and track progress. Very good use is made of a variety of rewards and sanctions. Positive praise assemblies are held weekly and they include special mentions and awards of certificates for good behaviour

and achievement. There is a very healthy spirit of competition for 'stars', five of which are required for a certificate.

58. Procedures for assessing pupils' attainment and progress are satisfactory in the core subjects of English, mathematics and science. The school has yet to develop appropriate or formal procedures for most of the other subjects of the National Curriculum and this has allowed some underachievement in subjects, including music. However, in history and art, procedures have been initiated which are being carefully monitored by the assessment and curriculum co-ordinators. In history, examples of work from each class are being kept in a portfolio which provides opportunities for the co-ordinator to make comments on the topic, objective, activity and any other relevant information. In each year, there is a focus for assessment of knowledge, skills and understanding included in topics. Examples of work clearly exemplify aspects of work covered in each year group for different levels of ability.
59. Procedures for assessing the needs for pupils with special educational needs are well developed. This involves partnership with the special educational needs co-ordinator, class teacher and parents. Information is used well to plan lessons that provide a good level of challenge for these pupils and this supports the rate of progress made.
60. The use of assessment information to guide curriculum planning is unsatisfactory. Consequently, in some instances, groups of pupils are insufficiently challenged whilst others find work too difficult. Teachers are beginning to compile evidence to indicate what pupils have understood and the skills they are developing and records of their attainment in the national and optional tests. However, the setting of pupils in ability groups and pupil tracking are in the early stages of development. The school and the newly appointed assessment co-ordinator are evaluating the assessment procedures and their use in improving pupils' standards. A key issue from the last inspection was to implement plans to improve the consistency and use of assessment to ensure work always builds upon pupils' skills, knowledge and understanding. Although, this has yet to be achieved, the recent appointment of new assessment co-ordinator, supported by the staff, is having a positive impact in addressing this crucial issue. The current status is that the school is imprecise and inconsistent in identifying clear targets for its pupils and this is an area for further development.
61. Although teachers provide caring guidance and support for their pupils on a day to day basis, there are currently few formal procedures for monitoring pupils' personal development. Teachers set personal targets but there are insufficient opportunities for pupils to be involved in setting their own targets. The school is developing a new policy for personal and social education and the use of circle time is currently being extended.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

62. Most parents have positive views of the school. Replies to the inspection questionnaire, and responses given at the parents' meeting show that parents have a high level of confidence in the school and the quality of education provided. Nearly all parents say that their children are making good progress and that behaviour is good. The majority of parents feel that teaching is good and inspectors agree that most of these views are well founded.
63. A significant number of parents are disappointed about the arrangements for homework. Inspectors were content that, whilst variable and sometimes inconsistent, arrangements are satisfactory overall and that this makes a sound contribution to pupils' learning. Some parents were concerned at the school's number and range of

extra-curricular activities but they are in line with what similar sized schools offer. A number of parents do not feel well informed about how their children are getting on. Inspectors looked at the pupils' annual reports carefully and re-assure parents that they are of a high quality.

64. The quality of information to parents, especially about pupils' progress is good. Pupils' annual reports provide a good pen picture of their academic, personal and social development. They provide clear information about what pupils know, can do and understand. The sections on "targets to be addressed at school and at home" for older pupils and "ways to help at home" for younger ones, are very good features. The school prospectus and governors' annual reports are sufficiently detailed about the school's policies and procedures. New parents to the school are given a useful induction pack including a very good booklet about helping develop their children's reading. The school sends out good newsletters each half term, and these effectively keep parents abreast of developments in the life of the school. Useful curriculum information letters giving details of forthcoming work are attached to the newsletters. The school has corrected the weaknesses in pupils' annual reports mentioned at the last inspection. The quality of information overall, has improved from satisfactory.
65. Links with parents are effective and their involvement has a sound impact on the work of the school. The contribution of parents to children's learning, at school and at home, is sound.
66. The parents and teachers' association is fondly known as the "Frogs" ('Friends of Greenfield school'). The group organises a number of social and fund-raising events. A considerable amount of money is raised by the group each year for the school and this is used to buy additional learning resources such as computer or play equipment. A few parents help with school activities regularly. For example, they listen to readers and help with lesson preparations. Parents occasionally give talks for classes or support extra-curricular activities. For example, a chemist has given a talk and a rugby coach has worked with Year 4 and 5 pupils. Parents give satisfactory support in listening to their children read and helping as necessary.

HOW WELL IS THE SCHOOL LED AND MANAGED?

67. The leadership of the school is satisfactory overall. However progress towards addressing the issues raised in the previous report has not been fast enough and many matters have been tackled only very recently. The acting headteacher has been in post for less than a month. The former headteacher had a clear vision for the development of the school and had identified appropriate improvements to be made. However, the systems for ensuring that this development took place have not been rigorous enough and they have lacked an appropriate time scale. The role of the senior management team has not been fully developed to make effective use of the range of expertise and experience, particularly in monitoring and evaluating the effect of management decisions. The role of the co-ordinators has still not been sufficiently developed. All staff have curriculum responsibilities and recently many have been actively engaged in drawing up action plans for their subjects and revising the curriculum which is to be offered throughout the school. The revised schemes are not yet fully established.
68. The co-ordinators effectively manage the resources that are available and ensure that materials are available to support the teaching but they do not yet play a sufficient part in monitoring the quality of teaching and learning. This has allowed some areas to develop only slowly and has limited further progress in subjects, including information

and communication technology and music. Appropriate assessment procedures have recently been set up for the core subjects and preparations are in hand for some of the other subjects. However, systems are not adequately in place for using assessment information for the development of the curriculum and for raising the levels of attainment. As a consequence, variations in standards are not examined fully enough to ensure that teachers' expectations of pupils and the targets they set for them are an accurate reflection of the pupils' needs and abilities. Co-ordinators are well informed and enthusiastic and use considerable initiative to bring their ideas to their work. This is particularly evident in the area of information and communication technology where so much needed to be done following the previous inspection and successive co-ordinators have put together high quality action plans for moving the school forward in this vital curriculum area. Overall, the management of the teaching staff has not fully capitalised on the many strengths evident in the school.

69. Since the previous inspection, some improvements have been made to the procedures for monitoring and measuring the effect of major financial decisions upon the quality of education. Careful consideration is now given to spending decisions and the headteacher and governing body pay due attention to these making sure that they obtain the best possible value for money.
70. The headteacher, senior management team, co-ordinators and governors are actively involved in budget planning. The financial resources allocated to the school are carefully managed and effectively controlled and are beginning to be more closely linked to school improvement. Yet, despite a substantial budget surplus, the management of the school has been slow to address specific financial issues linked directly to weaknesses identified at the previous inspection. The improvements to the outdoor provision for pupils in their first year at school have only recently been completed. The roles of co-ordinators have not been sufficiently developed because not enough funding has been allocated to release members of staff from their full-time teaching commitments for curriculum development and monitoring and evaluating the quality of teaching and learning to improve standards. The lack of resources to support teaching in both geography and design and technology were highlighted at the time of the previous inspection and the situation is still unsatisfactory and affecting the quality of provision.
71. The school's secretary very efficiently carries out the day-to-day financial management of the school and procedures are well established. Her very helpful approach with visitors contributes significantly to the smooth running of the school. Valuable and high quality support is provided by the non-teaching staff, including classroom assistants, midday supervisors, the caretaker and school secretary. Teachers value this work and all staff contribute to the smooth and efficient running of the school to which they are very committed. Computerised systems are in place for maintaining accounts of financial transactions and school records. The few recommendations in the most recent auditor's report have been addressed in full.
72. Good use is made of specific grants. Where these grants are specifically to support underachieving pupils and those with special educational needs they are used particularly well. The highly skilled, focused support for these pupils is enabling them to make good progress in their learning. Very high quality support makes a very effective contribution to the quality of learning and this enhances the progress which pupils make throughout the school. The special educational needs co-ordinator works with pupils from all classes on a regular basis, which impacts on reducing class size during her three days at the school. She works well with support staff who make a significant contribution to developing pupils confidence in their work with teachers and pupils.

73. The effectiveness of the Governing Body in fulfilling its responsibilities is satisfactory overall, but with areas of strength and weaknesses. In the first inspection of the school a key issue was to develop the role of the Governing Body in both monitoring and evaluating the work of the school and the raising of standards. Whilst governors are undoubtedly fully committed to supporting the school, the Governing Body as a whole has been slow to make improvements in monitoring and evaluation and this remains a key issue for development.
74. Over some period of time, the Governing Body has been advised by a strong and determined headteacher who identified areas for development and advised the Governing Body on its roles. This has not sufficiently encouraged governors to become directly involved in the day-to-day work of the school. The Governing Body does not have a full complement of members. Some key governors have not been directly involved in the life of the school on a regular basis and have been dependent upon the headteacher and other secondary sources of information to keep informed of some aspects of school life. This has made it difficult for all governors to have an accurate and effective understanding of where the school currently has strengths and weaknesses and of how the rate of improvement could have been faster.
75. Since the previous inspection there have been some areas of the governors' involvement that have improved. The Chair of the Finance group has developed good involvement in his role of monitoring the budget and key areas of expenditure. Some other governors also have a good knowledge of school developments and are beginning to develop their role in acting as a critical friend of the school by asking key questions concerning areas for development. These governors who have direct involvement with the school on a regular basis have a good range of professional competencies that the school is now keen to develop.
76. The school is staffed with an appropriate number of teachers and support staff to teach the required subjects and to provide support for the differing needs of pupils. Class sizes vary considerably but this is designed to operate single year group teaching. Induction arrangements for new staff are appropriate and training and 'in house' support is available throughout a teacher's induction period. The school has an effective mentoring system, which is helpful to teachers new to the profession. This ensures they know what they are doing and feel comfortable in their teaching. The school is working on the new arrangements for performance management for teachers. Teachers have an annual professional interview to determine their professional requirements and those of the school. However, staff competence and confidence in subject areas, such as, information and communication technology and music are still under-developed. The teachers in this school want to do well and provide the best education for their pupils but they have not been sufficiently enabled during much of the time since the last inspection. The school is currently a provider of initial teacher training.
77. The deployment of staff is good. The experienced special educational needs co-ordinator is part time but very effective. The number of pupils who have special educational needs is quite high but the proportion of pupils on the higher stages of the special educational needs register is relatively small. The special educational needs co-ordinator and the learning support staff are doing a good job in teaching the pupils and their well-honed skills, including those of a gifted mathematician, are put to good use throughout the school.

78. The accommodation has inherent difficulties because the architecture, dictated by the awkward site, demanded that there should be three storeys, which required stairs to each level and some of these steps are very steep. This makes access difficult for the mobility impaired. The need for pupils to climb or descend stairs was an area of concern identified in the previous report. However, the management of pupils' behaviour ensures that pupils adopt a sensible attitude to this issue. There is a ramp for disabled pupils but if pupils or visitors have mobility problems they would need to go outside in order to change levels. The school acknowledges that this is an area of concern and is determined to improve access.
79. The caretaker, cleaning, teaching and support staff and pupils take a pride in the school, which is very well cared for, and all areas are effectively used to promote the curriculum. There are attractive displays around the school, which enhance the cultural and aesthetic development of pupils. The new outdoor accommodation for children in the Foundation Stage is particularly good and provides a flat secure area for them to enjoy their more robust physical activities. The outside grounds are a very attractive setting, offering steep gradients which could be potentially a safety hazard, but the caring and rigorous supervision of staff ensure that pupils use the grounds in a sensible manner.
80. Resources are satisfactory overall although with some areas that require improvement. Since the last inspection, money has been spent on improving information and communication technology resources, general resources, books and schemes. However, in areas, such as, design and technology, history and geography, there are not enough resources and this requires urgent consideration. This was an area for development identified in the previous inspection report. Provision for the Foundation Stage is good as are resources for English and art. The school makes use of the local library service but the school library is under used as a valuable means of supporting pupils development and as a research tool. However, the school's use of visits, both to the local area and further a field makes an impressive impact on pupils' learning.
81. Whilst the school generally uses its funds appropriately the school has been slow to tackle some of the issues identified in the previous inspection even though monies were available in the school budget. Overall, taking all factors into account, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further, and to improve educational provision, the school should now:

- 1) **improve standards of writing particularly in Key Stage 1 by;**
 - providing training for staff in teaching the full range of strategies to develop writing skills (*paragraph 111*);
 - developing writing skills in subjects other than English (*paragraphs 113,148,155*);
 - increasing the time available for formal handwriting practice (*paragraphs 32,114,115*).
- 2) **continue to raise standards in information and communication technology by;**
 - improving the confidence and experience of teachers in order to ensure that learning in each area of the information and communication technology curriculum develops well (*paragraphs 165-167*);
 - developing an increasing range of opportunities for using information and communication technology throughout the school and across the curriculum (*paragraphs 134,141,146,153,158*).
- 3) **use the knowledge and understanding of pupils gained through assessment procedures more effectively to;**
 - inform planning, teaching and target setting by establishing a sharper focus on the use of assessment data (*paragraphs 58,60,68,117,124,134*).
- 4) **improve the quality of leadership and management in the school by;**
 - extending the role of the senior management team and subject co-ordinators by developing their roles in the monitoring and evaluation of standards of planning, teaching and learning in areas for which they hold responsibility (*paragraphs 68,117,125,134*);
 - extending the direct involvement of the Governing Body in the work of the school and strategic development by holding the school to account for the decisions made (*paragraphs 73-75*).

In addition, the governing body should also consider the following minor points for inclusion in its action plan:

- review aspects of health and safety training and access to the building to ensure compliance with appropriate regulations including access for the mobility impaired and general usage of steps around the building (*paragraphs 54,78*).
- raise the standards in the teaching of music by providing appropriate staff training to support the development of the scheme of work (*paragraphs 35, 171-173*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	17%	67%	13%	4%		

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	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	197
Number of full-time pupils known to be eligible for free school meals	13
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	46
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	17
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.2

Unauthorised absence

	%
School data	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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	16	17	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	12	15
	Girls	16	17	17
	Total	17	29	32
Percentage of pupils at NC level 2 or above	School	82 (81)	88 (85)	97 (93)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	15	14
	Girls	16	17	16
	Total	28	32	30
Percentage of pupils at NC level 2 or above	School	85 (85)	97 (89)	91 (89)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	10	18	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	7	9
	Girls	16	13	17
	Total	24	20	26
Percentage of pupils at NC level 4 or above	School	86 (90)	71 (81)	93 (90)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	7	9
	Girls	16	14	17
	Total	24	21	26
Percentage of pupils at NC level 4 or above	School	86 (87)	75 (84)	93 (84)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	192
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.6
Number of pupils per qualified teacher	23
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	130

Financial information

Financial year	99/00
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	£
Total income	343,903
Total expenditure	340,433
Expenditure per pupil	1,755
Balance brought forward from previous year	29,890
Balance carried forward to next year	33,360

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	145
Number of questionnaires returned	29

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	48	4	0	0
My child is making good progress in school.	38	59	3	0	0
Behaviour in the school is good.	45	52	0	0	3
My child gets the right amount of work to do at home.	24	45	24	0	7
The teaching is good.	38	52	3	0	7
I am kept well informed about how my child is getting on.	34	38	24	4	0
I would feel comfortable about approaching the school with questions or a problem.	48	45	4	3	0
The school expects my child to work hard and achieve his or her best.	48	45	0	0	7
The school works closely with parents.	28	52	10	7	3
The school is well led and managed.	52	41	4	3	0
The school is helping my child become mature and responsible.	38	55	0	0	7
The school provides an interesting range of activities outside lessons.	34	38	17	3	8

Summary of parents' and carers' responses

Parents are generally pleased with the quality of education offered but some do not feel that their child gets the right amount of work to do at home or that they are kept well informed about their child's progress.

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

82. The school makes good provision for the children in the Reception class, giving them a firm foundation on which to develop their skills and knowledge and future education. Children are admitted to the school at the beginning of the year in which they reach the age of five. The school uses the Leeds Baseline Assessment procedures, which indicate that, when the children start school their attainment is above average compared with local schools. Inspection evidence indicates that the majority of these children are of average ability. They learn well and make good progress and the majority of children are on target to meet the Early Learning Goals before the end of the school year. Planning for children in the Foundation Stage takes account of the identified areas for learning.
83. The quality of teaching in the Foundation Stage is consistently good and the enthusiastic and well-informed teacher is very ably supported by a high quality learning support assistant. They work well together and the standard of joint planning and assessment ensures that the learning experiences provided for the children closely match their needs. Lessons are stimulating and full of enjoyment. Staff take account of the short concentration span of young children and vary the activities accordingly.
84. The range of activities is well balanced and caters for the children's differing needs. The children are willing learners, tackling their activities with confidence. The teacher uses good strategies for drawing children together, such as, using an action song which the children join in with, and then they are well focused for the next task. The teacher has a very pleasant manner with the children. She is calm and well organised and uses strategies to make sure that the more retiring pupils are fully involved through skilful questioning.
85. The teacher has devised useful and informative assessment procedures. Both she and the classroom assistant know the children well. The good quality of their day-to-day assessment enables quick identification of children's strengths and weaknesses. The teacher has high expectations of children's achievement and consistently builds on previous learning, helping them to make good progress. Records are appropriate and up to date and give an accurate picture of each child's attainment. Pupils with special educational needs are identified as early as possible, which means that the school can give appropriate support from an early stage of their school life. Reports for parents are well written and give good hints about how parents can help their children and what targets are set for their child's development in the six areas of learning.
86. The classroom is bright and cheerful with a good range of stimuli in the form of words linked to children's experiences and the topics which are being tackled. There is a great deal of children's work on display representing their current levels of attainment. Materials around the classroom are regularly referred to during discussions.

Personal, social and emotional development

87. The children make good progress in this aspect of their development and are on target to reach the Early Learning Goals in terms of their personal and social development. The children behave well and the teacher and classroom assistant help them to

develop a clear sense of right and wrong. Children are encouraged to be tolerant and co-operative. When given their activities, they know what is expected and they settle to their tasks quickly. They share the equipment and resources well and often support each other, working together to build towers, solve jigsaws or sort objects into sets. They take turns and wait patiently to make their contributions during discussion times. They listen well to each other and to the teacher and classroom assistant and often show an understanding and maturity beyond their years. In discussions about what it would be like to have your home flooded, children articulated their concerns clearly explaining that they would be frightened and scared, sad and upset. They listened in awe at the measures that would have to be taken to protect houses from the water.

88. These children already have a clear understanding of school routines and quickly get ready for their lessons. They come in from play times excitedly chattering but soon settle down and listen to find out what they going to do next. They undertake classroom routines willingly and co-operatively, tidying up their resources and materials when they have finished. Most children are already capable of independent work and for short periods can concentrate of their activities with a minimum of supervision. This leads to the raising of children's confidence and good progress in their personal development. Lessons are arranged as continuous learning experiences, often encompassing all of the areas of learning within a session. The teacher expertly manages not only to develop the main topic for each lesson but also to incorporate other learning experiences, referring to other lessons and experiences to confirm children's learning and to provide an interesting a stimulating educational programme.

Communication, language and literacy

89. The staff work hard to promote children's language skills through a range of speaking and listening activities. Children are encouraged to explain their ideas, to describe what they are doing and to give their opinions. The children listen well to the adults and to each other and they respond confidently using an appropriately developing vocabulary. The teacher is enthusiastic about the books she reads to them and they provide a good basis for conversations. The classroom is alive with words and vocabulary which the children have used. The teacher immerses the children in language right from the start and this is having a very positive impact upon their development.
90. During their group activities, pupils talk animatedly to each other about their tasks and, within the current limits of their vocabulary, express their ideas. During the inspection, children were observed considering a book which gave instructions and, after appropriate discussion, groups took it in turns to follow the illustrated instructions in order to make a picture puzzle exercising choices and discussing their ideas. Another group was following instructions to make a party cake and, with support from the classroom assistant, were writing initial sounds to indicate the ingredients they were using.
91. Right from the beginning of their school life, children are beginning to build up knowledge of sounds and phonics. They recognise the initial sounds of their own names and of the most familiar things around them. By this stage of their first year they are recognising words. The teacher uses imaginative activities to develop children's letter recognition. For example, children eagerly looked for their own names which had been hidden in the sand tray. Once they had found them they were able to copy them out. The children are developing a love of books. The teacher's enthusiasm encourages this and she shares her own feelings about the stories which they hear and they listen avidly when stories are read to them. They already appreciate that some books have stories and some are for reading information. They treat books with respect

when handling them and they know about the title and who wrote the book and where the story starts. They know that the printing tells the story and that we read from the top of the page and from left to right. These children can weave their own story round the illustrations in the books and make a reasonable prediction of how the story might turn out. They talk excitedly about stories they have heard and can retell favourite ones colourfully and imaginatively.

92. Early writing skills are being developed at an appropriate level. Most children are still copy writing but some are making a creditable attempt at forming their own words in captions under their drawings. However many children are still at a very early stage of forming letters correctly.

Mathematical development

93. The provision for teaching and learning in mathematics is good. Lessons are largely based on aspects of the National Numeracy Strategy, which give structure to the programme of learning. The teacher and classroom assistant plan activities carefully and children make good progress during lessons and over time. The majority of children are on target to achieve the Early Learning Goals by the end of the Foundation Stage. Activities are arranged to meet the needs of the full range of children's attainment. As a result, all children are fully engaged and keen to take part. There are very good relationships and activities are fun.
94. Staff are imaginative in the way lessons are planned so that children are fully involved in activities throughout the lesson. Activities are often fun and fully sustain the children's interest. For example, during the inspection the children sang "Five Little Indians" to confirm their ability to count to five and back again and danced in turn round a colourful tepee wearing feathered head-dresses. The others delightedly joined in, performing all of the actions and singing enthusiastically. The teacher constantly ensured that all of the children were counting accurately. The teacher gives clear instructions to the children who know what is expected of them and work unsupervised in groups. Children worked well together in groups on a range of tasks, including a game using dice, practising subtraction by removing elephants from spiders' webs, and naming the missing object from the 'disappearing bag'. The children are encouraged to use correct mathematical vocabulary and whilst building towers used comparative words such as bigger than and smaller than to distinguish between large and small towers.
95. The small groups working closely with the teacher and classroom assistant made particularly good progress. There is an appropriate emphasis on promoting children's understanding, knowledge and skills and good use is made of the correct vocabulary, even in the most routine activities and structured play. Children can distinguish between shapes including squares, oblongs and triangles and children use the resources sensibly and effectively.

Knowledge and understanding of the world

96. The programme of work for the children includes planning to extend their understanding and knowledge of the world in which they live and the majority of children make good progress and are on target to meet the Early Learning Goals in this area of their development. Teacher's plans show a good balance of activities offered.
97. During the inspection, children heard the story of Noah's Ark and experienced the opportunities for music and art which accompanied it. The children knew that in the Bible the story says that it rained for 40 days and nights and remembered how the first

bird had flown out and then returned because the flood was still over all the land. The teacher skilfully linked this with a discussion about the recent flooding which had affected the neighbourhood and this led to children making good progress in their understanding of the story. In previous work about animals, the children have looked at different categories of animal and listed them according to whether they have fur, feathers or scales. They have looked at the needs of animals and which ones would make suitable pets. They have discovered how to look after pets, how to choose one and decide what it would need. This good teaching not only leads to good progress in extending the children's knowledge and understanding of the world but also in their personal development.

98. Children are not making sufficient use of computers although other information systems are used, such as the listening centres and suitable programmes are available for language and mathematical development.

Physical development.

99. The issue raised at the previous inspection concerning the lack of outdoor facilities for children's development has very recently been addressed. Immediately adjacent to their classroom is a useful area, which gives adequate space and opportunity for children to develop their co-ordination and physical control. There are hard and soft surfaces and some seating and the school has already purchased a range of large wheeled toys as a start to providing outdoor facilities. This new area has enhanced children's opportunities and they are beginning to make good progress in attaining gross motor skills. There is, however, still more work to be done and the school is currently considering the provision of climbing equipment to provide more and varied opportunities for development.
100. Children's physical skills are average and good teaching is leading to good progress towards the pupil's achieving the Early Learning Goals. The school hall provides suitable accommodation for the children to develop physical skills where they use the space, for example, to make themselves into a variety of shapes. They walk well and are controlled in their movements. In the classroom children are given frequent opportunities to develop fine motor skills and are making good progress in learning to hold a pencil in an appropriate way as well as measuring, cutting and pasting with increasing accuracy. These activities are carefully monitored and a record is kept of the progress made by each child. Almost every lesson includes activities designed to support children's development in this area such as using construction toys, painting and colouring, solving puzzles and jigsaws.

Creative development

101. Children make good progress towards meeting the Early Learning Goals in the area of creative development because of the good quality of teaching. There are regular and frequent opportunities for drawing and colouring using an appropriate range of media. In a numeracy lesson, the children building brick towers were engaged in observational drawing to record their results and others were making picture puzzles by drawing and colouring pictures and then cutting them out in interesting shapes.
102. During a literacy lesson, one of the activities involved the children baking party cakes and in both language and personal development the regular use of the home corner encourages creative play. During the inspection the home corner was a kitchen, where children were continuing their baking in imaginative play. The teacher and classroom assistant give good support and challenge pupils according to their ability. They

encourage them to explore and try out different techniques and they use praise well to support children.

103. Music is well taught and an important part of many lessons with action songs and singing games. These are approached enthusiastically by all and children experience great enjoyment whilst they are learning. In more formal lessons, children were seen maintaining a steady beat of clapping or tapping their knees whilst singing songs in different tempos. They know the words to a wide range of songs and the actions for some. By the end of the lesson, the children were excitedly echoing the teacher whilst singing "Boom, chicka, boom" with dramatic changes in rhythm and volume.

ENGLISH

104. The National Curriculum tests at the end of Key Stage 2 in 2000 indicate that standards were average in English. The previous inspection also found standards to be average. The findings of this inspection indicate that standards at Key Stage 2 have improved and by the age of eleven most pupils achieve above average standards in speaking and listening and reading. Writing standards are average.
105. The results of National Curriculum tests in 2000 indicated that at the end of Key Stage 1 overall standards were average. This showed a fall from the findings of the previous inspection, which indicated that standards were above average. Inspection findings confirm recent test results and at the age of seven, standards in speaking and listening and reading are average but are below average in writing. The quality of learning and the progress pupils make is satisfactory in Key Stage 1 and good at Key Stage 2. However, compared to similar schools in 2000, pupils at both key stages are not doing as well as they could do, especially in their writing. Caution is needed in interpreting results, as almost a third of pupils in the Year 2 and Year 6 group in 2000 had special educational needs.
106. The improving standards at Key Stage 2 are due to the good teaching, particularly in Year 6, and the additional support for underachieving pupils. There are more reliable assessment procedures, regular homework and a high allocation of time given to English. Whilst all these strategies are effective in raising attainment in speaking and listening and reading, there is still a weakness in the development of writing at both key stages, but particularly at Key Stage 1. The school has been slow to react to the weakness in writing identified at the previous inspection. The recently appointed co-ordinator has recognised this weakness and prepared a detailed action plan of improvements. Nevertheless, writing at Key Stage 1 remains a key area for improvement.
107. Standards in speaking and listening by the end of Key Stage 1 are average and progress is satisfactory. In Year 2, the higher attaining pupils speak confidently and fluently about suitable endings for the book they are reading together. They demonstrate in their answers that they have listened carefully to the story and politely wait for their turn to speak. In discussion with these pupils, they are happy and relaxed with adults and use a good range of vocabulary to express their ideas about the characters in the books they are reading. There is a significant minority of lower attainers, who answer enthusiastically but their speech lacks fluency and there is little detail in their responses. Many opportunities are found to promote and extend speaking and listening through challenging questioning in lessons and assemblies.
108. In Key Stage 2, most pupils make good progress and by the age of eleven achieve standards that are above average. Teaching in this area is good and helps the pupils

improve their skills. Frequent debates are held on national issues such as the building of supermarkets and experiments on animals. In these discussions, pupils express their own ideas thoughtfully and clearly and listen carefully to the views of others, making their decisions on informed opinions. Because of the very good relationships in the school, there is a climate where pupils feel comfortable to talk, knowing that adults will always value their ideas. The school has identified the need to develop a planned programme of drama within the speaking and listening framework to enhance the confidence of all pupils and especially those with lower attainment.

109. By the age of seven standards in reading are average. The teaching of reading is good as is the progress pupils currently make. A new staffing team in Key Stage 1 pays close attention to teaching the skills of reading and makes good use of the activities within the literacy hour to support the development of reading skills. Higher attaining pupils read fluently with expression and use a range of strategies to read new words and self-correct more difficult ones. The teaching of letter sounds and frequently used words is well done. Key Stage 1 pupils understand the text, recognise the structure of the stories and give reasons for their favourite books. They also have a good knowledge of alphabetical order when using dictionaries. Average and lower attaining pupils are more hesitant in their reading but they recognise familiar words and initial letters in a simple text. The quality of additional 'literacy pledge' teaching for the lower attaining pupils often leads to them making very good progress. The extensive use of the 'big books' for the literacy hour and a good selection of guided reading books has also added to the levels of enjoyment in reading for all pupils.
110. As they move through the school, pupils make good progress in their reading and read with increasing accuracy, understanding and expression to achieve above average standards by the age of eleven. Many of the higher attaining pupils are beginning to understand the significant ideas of challenging texts, although their knowledge of a range of literature is rather limited. They support their views of the texts they know with clear and considered preferences. For example, comments such as 'I like books that build up the tension well and include events that don't happen everyday' are typical. Pupils use dictionaries confidently and most are proficient in using the library classification system to find books. There are few opportunities in the teaching, however, for pupils to carry out independent research and the library is underused for this purpose. A few pupils benefit considerably from the opportunity to join a library club at lunchtime, where a programme of research and study skills is taught very well. The school has plans to extend these opportunities to all pupils in their lessons.
111. Standards in writing are below average by the age of seven and pupils make unsatisfactory progress in Key Stage 1. Many pupils are not forming their letters correctly or being prepared sufficiently for a cursive script. This was a weakness in the previous inspection and is only just being addressed. A handwriting scheme has been introduced and pupils now practise their handwriting once a week. Only a few higher attaining pupils can write a sequence of sentences correctly. Average and lower attaining pupils write a few short words or phrases but are not writing independently. Until very recently there has been insufficient emphasis on the teaching of writing. The school has recently begun to address this through a closer focus on writing but more remains to be done in ensuring that the skills of handwriting, spelling and sentence construction are taught in a continuous manner and build progressively on what the pupils know, understand and can do.
112. Over a quarter of the pupils in Year 2 are on the special needs register for language difficulties. The school attempts to meet the needs of these and other pupils through developing writing across the range of subjects. For example, pupils write a letter to a

friend in Ghana as part of the geography lesson and retell the story of Hanukah in religious education. The new co-ordinator has begun to work with colleagues so that there is greater awareness of the need to teach the skills to improve the structure and content of sentences and to help pupils to plan and sequence their writing successfully. There are plans to make further use of the very good 'big book' texts to link the development of reading and writing.

113. By the age of eleven attainment in writing is average. Progress is satisfactory in the lessons observed but over a longer period of time is generally good. Higher attaining pupils use good expressive language and show good grammatical awareness in a variety of work that includes book and news reports, autobiographies, diaries, poetry and responses to well known stories. Some good examples of interesting and well planned writing in Year 6 were the pupils' own ideas for the ending of 'Stig of the dump'. In some classes, pupils are beginning to use reading texts to help them to improve the structure and style of their writing but in order to extend pupils' interest in the further development of writing for a range of purposes this needs to be extended.
114. The weakness in redrafting work that was identified at the previous inspection has not been fully addressed. There is insufficient time within the prescribed format of the literacy activities to produce examples of extended and group writing and redraft this work. The current arrangement of adding on twenty minutes to the literacy hour makes the lesson too long, especially for the pupils in the lower junior classes, and pupils lose interest. Written work by many pupils, although mostly well presented, lacks fluency and style and a significant minority of pupils by eleven are not using joined handwriting. Information and communication technology is not being used sufficiently to support the written and research aspects of English or of other subjects.
115. Although additional time has been allocated for writing within the literacy hour, the co-ordinator has yet to evaluate the effectiveness of the use of this time for extended writing. More focused and regular practise of handwriting at Key Stage 1 is needed to improve letter formation. Teachers take some opportunities to extend pupils' literacy skills through other subjects and the development of speaking and listening is very well promoted through the school. However, not all teachers plan sufficiently for the development of writing across the curriculum or, in the case of Key Stage 1, use sufficient opportunities to teach writing skills in these subjects. The satisfactory focus on literacy through displays and resources in all classes could be extended to help to improve the quality and range of writing.
116. The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2. Of all the lessons observed, over half the teaching was good or better and there was no unsatisfactory teaching. The teaching has improved since the last inspection when it was judged to be satisfactory. This is largely attributed to the strong leadership of the co-ordinator who was appointed last year. She has a good understanding of the strengths and weaknesses in the subject and has begun to work with colleagues to improve the focus of lessons. However, her influence in improving the writing, particularly at Key Stage 1, has been limited.
117. The school has not yet fully developed effective monitoring of the teaching and learning in writing to address the identified weaknesses and to raise standards further. The quality of marking in some classes is good and clearly outlines how pupils can improve their work further. In the best examples in Years 2 and 6, it is closely linked to the target setting that has recently been introduced. However, this is not fully utilised to identify to all pupils how they can improve their work. Similarly, the use of homework is inconsistent and does support teaching in a systematic manner. The records kept for

guided reading in Year 2 are of a very high standard and have contributed significantly to the good progress being made in this class. There are sound procedures in place for assessment and this is helping teachers to have a clearer picture of pupils' progress. However, the results are not being used consistently through the school to guide the teachers' planning to set the correct level of work for all the pupils. Because of this, some teachers are not providing enough challenge for the higher attaining pupils, particularly in their writing.

118. The National Literacy Strategy is being efficiently implemented in all classes and its effectiveness is satisfactory. Group work is well planned but review activities occasionally lack variety for pupils and are sometimes similar to earlier parts of the lesson. Reviews are frequently rushed and not used as productively as possible to consolidate and extend learning.

MATHEMATICS

119. In the 2000 National Curriculum tests, attainment in mathematics at the age of eleven was average when compared to schools nationally, but well below average when compared to similar schools. At the age of seven, attainment was below the national average and well below that of similar schools. In 2000, there was a higher proportion of pupils with lower attainment and with special educational needs in Years 2 and 6 than usually seen in the school. There was also a smaller proportion of pupils with higher attainment than in some previous or subsequent groups of pupils. Inspection findings show an improved picture for pupils in the current Year 2 and Year 6. In both of these year groups, there is a higher proportion of pupils on line to achieve standards above the national average than last year. By the end of Key Stage 1 and 2, pupils attain standards above that expected for their ages in all areas of mathematics.
120. Standards at both key stages have fluctuated since 1997 and there has been no consistent trend of improvement. However, the numeracy strategy is currently having a greater impact because of the good quality of teaching and increasing analysis of data to plan lessons. The quality of pupils' learning and the progress that they make as they move through the school is now good. There are no marked differences in the performance of girls and boys. Pupils with special educational needs are supported well and make good progress towards the targets identified for them, as noted in a very good lesson with a numeracy target group investigating fractions and decimals.
121. By the age of seven, pupils have a good knowledge of place value and display confidence when solving problems, using and sequencing numbers to 100 and beyond. Most are competent and confident in their understanding of number to choose the appropriate method for addition and subtraction problems. Many pupils solve number, money and measures problems using mental calculation, although not always speedily. They count reliably in two's and five's and ten's. In discussion they show a good grasp of the appropriate mathematical vocabulary that they learn and many are confident in explaining what they know and can do. They measure using centimetres, identify missing numbers, work out doubles and halves, write numbers in words and name and identify the properties of two- and three-dimensional shapes. Higher attaining pupils carry out tasks that require them to place numbers in specific sequences and work with numbers to and above 100 confidently.
122. By the age of eleven, pupils can work out calculations quickly. They demonstrate a good understanding of decimals and fractions. Many use mental recall of multiplication facts to work out parts of whole numbers and use this knowledge to put fractions in

order of size. Lower attaining pupils satisfactorily explain how this is done although several have limited confidence in their own understanding. Pupils collect data, in science activities, for example, and collate this in graph form. They have a good understanding of what the graphs represent and are able to use them to elicit information. Most pupils are secure in solving problems and apply their mathematical knowledge with growing confidence. Pupils in Year 6 have a wide range of attainment with a small number of pupils with high levels of understanding and a group of lower attaining pupils working hard to achieve the national expectations.

123. The quality of teaching overall is good and pupils are making good progress, particularly in Years 2 and 6. Planning is thorough and consistent throughout the school, pupils are motivated by enthusiastic delivery and day to day assessment is appropriate. The pace of lessons is brisk especially in Year 6 where there are high expectations of what the pupils can achieve. Teachers set tasks very clearly so that pupils know exactly what they have to do. This is well illustrated in full Year 6 lessons and with a group of lower attaining pupils working with the special educational needs co-ordinator when the aims of the lesson were shared with pupils.
124. Teachers have begun to analyse pupils' work from test papers as a means to improve standards even further. Staff now need to use this and other data consistently to influence positively their planning to provide appropriate tasks for pupils who make different rates of progress. Pupils are encouraged to be independent learners and use their powers of enquiry but when necessary, pupils also work well collaboratively. Teachers are secure with the National Numeracy Strategy, which they apply effectively. Teachers in both key stages use a good range of mathematical vocabulary and pupils respond positively to this. The oral and mental sessions are delivered with enthusiasm, pupils learn quickly and explain confidently which strategies they used and why. Teachers manage pupils and resources well.
125. The school has made satisfactory improvement since the last inspection and standards have been maintained. The mathematical curriculum has been reviewed and the role of the subject co-ordinator has been strengthened but the role of monitoring teaching, learning and standards is still under-developed. Resources are considered to be satisfactory. Information and communication technology is used to support the development of mathematical skills and knowledge in some areas but this is an area which needs further promotion.

SCIENCE

126. Inspection findings are that standards at the end of both key stages are above average. The progress that pupils make as they move through the school is good, including those with higher attainment and those with special educational needs. Standards have risen since the time of the previous inspection in Key Stage 2 and are better than those indicated in the 2000 end of key stage assessments in both key stages. This is because teachers have higher expectations of what the pupils can achieve. The subject co-ordinator has worked well with colleagues to implement new national guidelines for the development of the subject. This has been successful in enhancing the development of investigative skills.
127. In the 2000 end of Key Stage 1 teacher assessments, there was an average number of pupils attaining the expected level in their work but a lesser proportion of pupils with high attainment. While assessments indicated that pupils' understanding of materials and their properties was very good, their skills in experimental and investigative science

and their understanding of living processes were below average. Since this time, staff have worked hard to improve pupils' knowledge and understanding of how to use and apply the information they already have to carry out investigations. Investigative skills are now generally well developed and pupils are able to carry out simple investigations and follow a line of enquiry carefully and accurately. Pupils are confident in their use of scientific vocabulary as noted when Year 2 pupils discuss which of a range of medicines are helpful and which might be poisonous to younger children.

128. In Key Stage 1, pupils make good progress and have recently found out about different materials. They are able to sort and record a range of materials into sets of metal, wood, plastic, textiles and glass accurately. Pupils then use this information with a good level of understanding to draw up a table identifying the different properties of materials. They record what the material looks like and whether the material can be changed back to its original state after heating. Most pupils draw a diagram of an electrical circuit and state whether it will or will not work and why. They are able to classify a range of foods into those which are fruit, dairy products, vegetable and meat or fish and label the main parts of their bodies.
129. Pupils in Key Stage 1 have a good level of interest in science activities as seen when they discussed very sensibly the dangers of having drugs, including medicines and tablets at home. Pupils have evident concern for others and extend their moral development well through such activities. Pupils with high levels of special educational need make good progress in their understanding of which of a range of items, including washing up liquid, cough medicine, bleach and chocolate is appropriate for them to put in their mouth. This progress is well supported by both the class teacher and the very effective work of classroom support staff, which assures the pupils' full inclusion in such activities.
130. Pupils in Key Stage 2 make good progress in their experimental and investigative work and some pupils make very good progress. For example, higher attaining pupils confidently carried out an investigation by moving a light different distances from an object and considered trends in the information that they recorded to decide whether the information fitted into a pattern. Pupils also carry out experiments to find out how forces affect movement as when making parachutes or putting an object into water. Pupils have found this work interesting and record their observations carefully.
131. Pupils in Key Stage 2 are given good opportunities to develop their investigative skills as part of a Keeping Healthy project. They carry out investigations to determine what happens your heart and pulse when you exercise. Pupils make good progress in carrying out a range of open-ended investigations and in recording their findings to answer questions such as 'is touch a good way to measure temperature?'. They identify what they need, what they will do, how they will keep a test fair as well as what they observe. They carefully measure and tabulate their findings as when identifying what happens to water temperature when left for 45 minutes by measuring the temperature at regular five-minute intervals. Most pupils throughout the key stage are able to predict with generally good accuracy what will happen in a range of experiments.
132. The quality of science teaching is good at both key stages and is often very good in Year 6. Teachers understand the importance of pupils carrying out open-ended lines of enquiry. This boosts pupils confidence in such activities and their interest and motivation. Almost all pupils show a good level of interest and concentration in activities and many try hard to carry out their investigation carefully and accurately. Teachers manage pupils well and this ensures a good working environment is maintained even in

the midst of investigative work. Teachers make particularly good use of questions to encourage pupils to describe what they observe and think and why. This is particularly effective in Years 2 and 6 where teachers challenge pupils with directed questions to involve all pupils.

133. Teachers organise tasks at three different levels to ensure a good match of task to the level of pupils' understanding. There is very good use of learning support staff including in Year 2 where staff work closely with pupils with special educational needs. These staff make good use of simple scientific vocabulary and directed questions to involve all pupils. Tasks are well considered to build on pupils' prior learning and lifestyle experiences. This boosts the pupils' interest in the tasks and the quality of their learning.
134. The co-ordinator has worked closely with colleagues to improve investigative skills but has little opportunity to monitor the quality of teaching and learning. This has allowed information and communication technology to remain under-used. Staff miss many opportunities for pupils to make use of data handling software to record and tabulate their findings in experimental work. Assessment is at an early stage of development but has been identified as an area for improvement.

ART AND DESIGN

135. Standards in art and design are above the nationally expected levels at the end of both key stages. Standards have largely been maintained at a similar level since the previous inspection. The school has been very keen to preserve the standard of work in art, although the teaching staff team in Key Stage 1 has changed since the previous inspection and acknowledges that individual levels of expertise are not as high as previously. However, most pupils make good progress and several older pupils make very good progress in the subject. Parents feel art is a strength of the school and enjoy looking at the quality of work around the school and in the subject portfolios.
136. Pupils have produced good quality work reflecting the style of well known artists. In Year 6, pupils have recently studied the work of Van Gogh and how he represented landscapes. They have looked at how shapes and tones become smaller, paler and less defined in the distance and reflected this well in their work, which shows good progress being made in pupils' critical awareness of art techniques. Pupils have also produced good work with charcoal to enlarge small studies from their sketchbooks. They have also practised using viewfinders to provide a focus for their work. During a recent residential visit, pupils drew thumbnail sketches and used paint to produce final landscapes by focusing on two elements of art. Pupils in Key Stage 2 make good progress and develop their art vocabulary well and many are able to differentiate between shape, tone, colour, line and texture when discussing and recording their observations. All samples of recent work are of good quality and show that the quality of pupils learning in Key Stage 2 is good.
137. Very effective and well presented portfolios of pupils' recent work show that older pupils have studied and refined their skills of creating portraits. Pupils are able to use a positioning grid to help ensure that facial features are in approximately the right place on the head or limbs in proportion to the body. They produce good quality sketches of family members and pairs of pupils acting as class models. Pupils have also produced very attractive pieces of work using batik skills linked to a topic on space.

138. In Year 5, pupils have made good progress in the development of different drawing and painting techniques reflecting the style of different artists and historical periods. Pupils have produced calendars using the pointillist style of painting, Tudor portraits and observational drawings of shoes. All of this work is of good quality, as is the work in Year 3 on representing relationships. Pupils are able to discuss the features of well known double portraits and then use this experience to make their own composition of two of their classmates in different poses. Photographic evidence indicates that the quality of two- and three-dimensional work is good.
139. In Key Stage 1, most pupils, including those with special educational needs, make good progress. In Year 2, pupils have also used guides to improve their portrait work. They have used cut outs from magazines of horizontal strips of a face to focus upon the positioning of the features. Pupils have produced good pencil and charcoal sketches of houseplants and sketches in the style of Beatrix Potter, and they have practised their colour mixing skills to re-create effective pictures of Van Gogh's sunflowers. Pupils in Year 1 have made clay divas and made simple tile designs using textured papers and repeated printed designs using a simple printing block. Whilst standards are usually just above average, the quality of work is not always as high as it could be for some pupils. Whilst most make good progress, some average attaining pupils are more easily satisfied with work that could have been improved. Teachers do not always insist that pupils produce the best work that they are capable of and there are some groups of pupils throughout the key stage who under-achieve in some aspects of drawing and painting.
140. Teachers have generally good levels of subject knowledge and understanding. They have been very ably supported in developing subject expertise by the high level of expertise and personal and professional knowledge of the subject co-ordinator. This is reflected in the very good teaching points made to Year 6 pupils on how to use a viewfinder and of the effective use of art vocabulary. Pupils enjoy art activities and many older pupils take particular care with their work of which they are justifiably proud. They have enjoyed looking at the work of famous artists which they like discussing and all pupils work well together, sharing ideas and resources happily.
141. The overall quality of teaching in art is good, although occasionally in Key Stage 1 teachers' expectations are not high enough. The co-ordinator and some teachers have a good level of subject interest and expertise and this is used well to set a good level of challenge, especially for the older pupils. The sample of pupils' work shows good development of specific skills where pupils are explicitly taught exactly how to improve their techniques. The work of the subject co-ordinator has been instrumental in maintaining the good quality of work in the school. However, she has few opportunities to monitor and evaluate the quality of teaching and learning and this has allowed some expectations to be lower in Key Stage 1 than in Key Stage 2. The use of information and communication technology as a tool for extending skills in art is under-developed.

DESIGN AND TECHNOLOGY

142. At both key stages, standards are in line with national expectations and these standards have been maintained since the previous inspection. The school has introduced national guidelines, which ensure appropriate breadth and balance in pupils' experiences across the curriculum. The subject is taught in blocks of time to enable work to be taught in appropriate depth and planning carefully links with work in other subjects, which is an effective strategy and use of time. The quality of pupils' learning and the progress that they make throughout the school is satisfactory.
143. In Year 2, pupils design and make attractive Ghanaian tunics, which effectively link with their geographical studies. The pupils have made paper patterns for their designs and then used a variety of stitches to make a finished tunic. In work linked to art and design, pupils have designed and made clay diva lamps, and in religious education, pupils design and make cards for the christening of a new baby. Younger pupils enjoy using construction kits in a variety of tasks, sometimes linked to mathematical and science activities. The work they produce shows a satisfactory level of skill in designing and assembling the kits to produce a range of items, which the pupils discuss animatedly.
144. In Key Stage 2, pupils design a wide range of money containers discussing, considering and listing the requirements of their design. This involves working with tools, equipment and materials to make satisfactory containers which the pupils then evaluate in order to decide which is the most successful for their purpose. At the end of the key stage, pupils undertake a cross-curricular project combining science and art with designing and making skills. The end products provide evidence of pupils' ability to pay attention to the quality of finish and functions. However, there was no evidence of designing or making of items using electrical circuits as a source to power differently powered vehicles. This was largely due to limited resources in this area of materials, tools and control units. Discussion with the co-ordinator of the school's resources reveals a lack of construction kits and limited provision of a range of tools for different purposes, especially for older pupils.
145. The overall quality of teaching is satisfactory with an appropriate level of challenge in the tasks set. The sample of pupils' work indicates variation in the level of teachers' expertise in the teaching of specific designing, making and evaluating skills, which occasionally limits the quality of pupils' work in different aspects of the curriculum. There is some teaching that is very good and the work is carefully targeted to meet the needs of the pupils. Teachers are well organised and materials are well prepared for pupils to make choices in what to use. In one lesson, pupils set about their tasks of sawing and cutting enthusiastically, they understood their tasks and worked diligently and carefully to ensure a good finished product. The teacher displayed confidence in her teaching and very good management of the class, offering support, encouragement and guidance to the pupils throughout the lesson.
146. The co-ordinator for the subject is aware of the shortcomings in resources, which require improvement if standards are to be raised and opportunities extended. He is aware that, as well as resources, some teachers will require support to boost confidence and specific skills. Whilst the co-ordinator has a good level of subject knowledge, he has little opportunity to work alongside colleagues or monitor the quality of teaching and learning. The school currently makes only very limited use of information and communication technology to support learning in the subject and misses many opportunities for pupils to refine their designing skills.

GEOGRAPHY

147. The standards in geography are in line with national expectations for seven and eleven year olds. Standards have been maintained in both key stages since the previous inspection but there has been improvement in Key Stage 2 in the use of mapping skills. All pupils, including those with special educational needs, make satisfactory progress as they move through the school.
148. By the end of Year 2, pupils have produced a satisfactory range of work linked to their study of a village in Ghana. They make useful comparisons with their own village when describing the weather, occupations and other ways of life. On a map of the United Kingdom, pupils know where they live and can find Ghana on a globe. They compare a day in their own lives with village life in Ghana and write an imaginary letter but miss some opportunities to develop writing further. Most pupils are able to draw a satisfactory plan of their classroom with some recognisable features. Planning shows that pupils will have the opportunity to develop their fieldwork skills later in the year through a local study. In Year 1, the 'role play' area last term was an estate agents'. This helped the pupils develop their knowledge and understanding of different kinds of houses.
149. By the end of Year 6, pupils have gained satisfactory knowledge and understanding of different places and environments through their work and a variety of visits. During their residential visit last term to a village in Yorkshire, Year 6 pupils compared and contrasted the landscape, transport systems, industry, agriculture and leisure activities of the village in which they stayed with their own. However, opportunities were missed to carry out work in greater detail, both during and after the visit. Recent map work, in which pupils planned a trip from their village to a nearby town, was more successful in developing geographical and enquiry skills. Pupils understand the scale of maps and can read, interpret and follow them correctly. The majority of pupils also use secondary sources such as news reports of blocked roads and weather conditions to plan an alternative route.
150. Pupils' knowledge of the wider world is satisfactory but sometimes limited. Whilst some are able to discuss the features of life in Ghana, others are not able to identify many of the main countries, rivers and mountain ranges of the world. In contrast they were very familiar with recent issues such as the flooding in their own area and the effect it has had on the lives of the local people. There are also some good links made with writing in a Year 5 lesson, when the pupils write to one of the flood victims they know to offer their support.
151. Teaching is satisfactory in both key stages, with some good teaching in Key Stage 2. The planning of lessons is thorough and there are good links made with other subjects, including design and technology. However, the challenge presented to pupils in the tasks they undertake is not always consistent or as high as it could be. Teachers miss several opportunities to demand more of the pupils, particularly those with higher attainment. The computer has recently been introduced into Year 5, with pupils researching information about rivers and floods, but the use of information and communication technology is inconsistent.
152. In the better lessons, teachers are knowledgeable in the subject and skilled at questioning the pupils to give them plenty of opportunities to discuss what they know or think. A variety of resources and teaching methods are used to stimulate interest and discussion and, because of this, the pupils achieve the objectives of the lesson. The content of lessons motivates the pupils very well when they use their skills to carry out

tasks related to their own area. Here, activities were very challenging and good gains were made in developing pupils' knowledge of their local environment and acquiring important geographical skills.

153. The new co-ordinator has been responsible for planning new guidelines for teachers, based on the nationally published scheme for geography. At the moment, there are some shortcomings in provision and not enough resources to enable all the components of the subject to be taught progressively through the school and this limits the progress that pupils make in the different aspects of the subject. The resources were also unsatisfactory at the previous inspection and few improvements have been made. The school does not make sufficient use of information and communication technology to support pupils' development of research skills. The co-ordinator is well aware of weaknesses in the subject and is currently working on a plan for improvements. However, currently there are few opportunities for the direct observation of planning, teaching and learning and this limits the development of the co-ordinators role.

HISTORY

154. Standards in history are in line with national expectations at Key Stage 1, which is a decline since the last inspection. By the end of Key Stage 2, standards have been maintained and remain above national expectations. The quality of pupils' learning and the progress that they make is satisfactory at Key Stage 1 and good at Key Stage 2. These judgements include pupils with special educational needs who make similar progress to that of their classmates.
155. By the age of seven, the pupils develop satisfactory knowledge and understanding of the times of people of the past. Pupils make satisfactory progress when discussing toys old and new and most were able to place them accurately on a time line in the classroom. Pupils have placed photographs of people they know on a timeline and discuss the order of these pictures with interest, although their concept of the time between such photographs is variable. During the lessons, pupils observed and discussed various toys and were aware that descriptions such as grubby, dirty and old indicated the age of the toys. This work is supported outside the classroom by visits to Kippax Church and the toy section of Kinstall Abbey House Museum. The school makes good use of parents and grandparents who come to school to talk about their 'toys' which helps to bring history alive. Teaching in Key Stage 1 is satisfactory. Teachers have appropriate subject knowledge although on occasion miss the opportunity to develop pupils skills further in other areas such as writing.
156. Pupils in Key Stage 2 have the opportunity to visit places of interest to support their learning about periods of history. These raise pupils' interest so that they make good progress in their understanding of different historical periods. Year 4 pupils who study Invaders and Settlers visit the Jorvick Museum in York and Year 6 visit the Caphouse Colliery National Museum. Pupils speak enthusiastically and with a good level of understanding and empathy about these activities and particularly about Year 5 experiences on their 'Evacuation Day'. Pupils enacted the evacuation and dressed in period clothes, equipped with gas masks and name tags before getting on the bus for Lotherton Hall, leaving behind tearful and emotional parents. Teaching in Key Stage 2 is good; activities are often imaginative and well linked to enhancing pupils first hand learning opportunities.

157. The experiences provided by the school enhance pupils' understanding of history. Visits and visitors are used well to bring the history curriculum alive. Pupils understand with some reality the feelings and emotions of, for example, the way they felt when leaving their parents when enacting the wartime events. Pupils could compare present day eating habits to the spam sandwiches they had at Lotherton Hall and reacted with some fear to the process of being billeted in a stranger's home. This promotes good discussion, the opportunity of gaining first hand experiences and the challenge of considering and comparing past to present.
158. The subject is well led and the co-ordinator works carefully with class teachers to consider the most appropriate use of visits and visitors to compliment the period covered. The school is using a newly agreed scheme of work but resources need improving to support the development of higher standards. As yet, the school does not make sufficient use of information and communication technology resources for research. The co-ordinator has few opportunities to work alongside colleagues or monitor and evaluate the quality of teaching and learning and this makes it difficult for her to be fully informed of standards in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

159. Standards of attainment are in line with national expectations by the time pupils reach the age of seven but are still below the expected level by the age of eleven. A similar situation was reported at the time of the previous inspection. Although the standards have not yet sufficiently improved, a considerable amount of work has been done recently and the school is now set to make big strides in skill development.
160. Pupils in Key Stage 1, including those with special educational needs, are currently experiencing an appropriate programme of skill development and are making satisfactory progress. In Key Stage 2, there has been much progress in the development of pupils' keyboard skills, but their familiarity with the breadth of computer technology and its use in subjects across the curriculum has not yet had sufficient impact upon pupils' learning. Whilst progress is currently satisfactory, this has been slower over a period of time and this has affected the rate of progress made in different aspects of the curriculum. The school is well aware of these issues and the current high quality action plan is appropriately designed to meet them.
161. In Key Stage 1, pupils are taught the basic skills to help them become familiar with the keyboard and the mouse in making simple commands. They are able to edit text and print and save their work. Much of this work is limited to word processing where they input text and then alter this draft, correcting mistakes, improving the content and presenting the information in more attractive ways by changing the font, for example. They perform these tasks confidently and accurately and can explain their actions and the process in an assured manner.
162. In Key Stage 2, the teachers build on these skills and by year 6 pupils are learning to access spreadsheets and to interrogate data. There has been a comprehensive programme of teaching pupils to give instructions to control a 'turtle' using logo and pupils are both interested and enthusiastic. However, there are not yet sufficient opportunities built into the teaching programme to enable pupils to become conversant with computers as an integral part of learning, as an additional resource with a very wide range of applications across the full spectrum of the curriculum.

163. Pupils are well motivated and enjoy the limited time they spend at the keyboard. They use the equipment sensibly and, when working in pairs, they collaborate well. They listen to instructions and know what is expected of them. They listen to each other and respect each other's opinions. Behaviour is good at all times.
164. The school has a very enthusiastic, experienced and well-informed co-ordinator, who has taken the good work begun by his predecessor and developed a very focused action plan for the next year or so. The plan covers all aspects of the development of information and communication technology throughout the school, beginning with the quality of teaching. The subject co-ordinator has few opportunities to work alongside colleagues or to monitor the effectiveness of planning, teaching and learning and this has hindered the developments in the subject.
165. Many of the teachers lack confidence and expertise and are not yet aware of the tremendous potential of information and communication technology in the school and in promoting pupils' learning. Skills teaching is adequate at Key Stage 1 but the standard of attainment has been hindered at Key Stage 2 by the lack of application of information and communication technology as a resource for research. Teaching is satisfactory in Key Stage 2 but has not sufficiently been perceived as an integral part of the teaching programme until relatively recently. It is not yet sufficiently used for analysing and presenting data in graphs and tables, for example, in recording results in science and mathematics, for using sensing equipment to record temperature changes in geography, for making music, for creating effects in art and a wealth of other opportunities. The school has a digital camera but the pupils are not yet at the stage of using it to record images of outings and events to support, for example, their work in history and geography. Teachers are aware of these opportunities and training sessions are planned to give them both experience and confidence to tackle the range of applications which are currently available to the school.
166. The current action plan for this subject includes a purposeful programme of training and familiarisation of both applications and programs to promote the use of CD ROMs and Internet sources and to develop more advanced programming for devices which can be controlled through computer technology. The school has an adequate range of resources in both hardware and software programs. However, the long delay in completing the networking and connection to the Internet has hampered progress in many aspects and it is important that progress towards improving the quality of teaching and learning is made quickly. Since the previous inspection, the stock of computer hardware has been fully reviewed and greatly improved. There are now sufficient computer terminals to ensure pupils' regular use and these are strategically sited in each classroom. Similarly, the school has already built up a considerable and useful stock of programs and research material for use by pupils throughout the school.
167. Whilst strides have been made in the development of information and communication technology, the low standards were highlighted as a key issue in the first inspection. The school has not acted with sufficient resolve to address the issues rapidly enough and opportunities are missed to develop the use of skills across the curriculum.

MUSIC

168. Standards are in line with national expectations by the end of Key Stage 1 and pupils make satisfactory progress. By the end of Key Stage 2, standards are not as high as they should be and are below national expectations because several staff lack the

confidence and skills to teach music effectively. Because of this, progress in Key Stage 2 is unsatisfactory. This represents a decline at Key Stage 2 since the previous inspection when standards were average across the school and progress was satisfactory.

169. By the age of seven, pupils are enthusiastic performers and enjoy the opportunity to sing and play together. Well known songs are chosen for the pupils to add their own actions. Most pupils are able to maintain a steady beat with their clapping when they accompany the teacher singing 'Hickory, Dickory Dock'. The diction in the singing is good but the pitch is not always secure. There are few opportunities to play percussion instruments regularly and this limits the opportunities for pupils to perform, compose and appraise their own work and that of others.
170. By the age of eleven, pupils sing enthusiastically although phrasing and tone is not well developed. Pupils are at a very early stage in their understanding of the language and structure of music. Few pupils understand the meaning of words including pitch, tempo or dynamics. Because pupils have not been taught the skills of how to explore and express their ideas about the music they hear, they are not able to appraise it with any purpose. There are limited opportunities to compose and perform their own music. Few staff can help the pupils to respond appropriately because of their own limited knowledge and understanding and low expectations.
171. Pupils have been very few opportunities to use a range of instruments to compose music together, although this term all classes at Key Stage 2 have been asked to make up their own musical accompaniment to a well-known song. Little progress is evident in lessons because pupils have not been taught the composing skills they need to develop their ideas within a musical structure. This is unsatisfactory and limits the progress pupils make. In contrast the small number of pupils who are learning the recorder and guitar outside of lessons have the opportunity to widen their musical skills and satisfactory progress is made.
172. The quality of teaching and learning for pupils in Key Stage 1 is satisfactory but at Key Stage 2 it is unsatisfactory. Inconsistencies were identified in teachers' subject knowledge at the previous inspection and this has not been addressed. However, where subject knowledge is better, the pupils are helped by skilful teaching to improve their performance in composition and begin to write their own musical scores. Although pupils have the opportunity to sing together, there is not enough focus on improving the quality of the singing, especially at Key Stage 2. The effectiveness and influence of the music co-ordinator in the school is unsatisfactory at the moment. This is because she has not been given sufficient time to work alongside other teachers and demonstrate good practice or to monitor the effect of the teaching and learning, especially at Key Stage 2.
173. Several teachers do not have sufficient knowledge and confidence to teach music effectively and would benefit from additional in-service training. The co-ordinator is currently adapting the national guidelines for music to help teachers with their planning, to ensure that the skills pupils need to make progress are taught at the correct stage of their development.

PHYSICAL EDUCATION

174. The standards in physical education throughout the school are in line with expected levels. The quality of pupils' learning and the progress that they make, including those with special educational needs, as they move through the school is satisfactory. At the

time of the first inspection, progress was seen to be unsatisfactory overall. Standards have improved since then and are now more consistent, especially in Key Stage2.

175. In Key Stage 1, the younger pupils enjoy taking part in dance activities. In warm up activities they move their wrists and ankles and stretch their muscles carefully. Most pupils have good stamina for their age in prolonged and effective warm up exercises. They jump around the school hall and jog on the spot. Pupils form different shapes with their bodies and make slow and fast movements. Some pupils make good use of facial expressions to interpret music that makes them feel happy or sad. Most are able to put movements to music and demonstrate their feelings and then discuss what they have done. Pupils have a clear understanding of safety issues and of moving around the school quietly so as not to disturb other pupils.
176. In Key Stage 2, the quality of pupils' learning is satisfactory overall and some older pupils make good progress, particularly in understanding, selecting and applying a range of compositional principles to develop their own quite complex sequences of dance/gymnastic movements. Pupils are familiar with the principles of canon and unison movements and reflect this well in their developing sequences. Pupils in Year 5 and Year 6 carry out warm up exercises with a clear sense of anticipation. Several higher attaining pupils have a good understanding of the principles of body tension in using the points of their body expressively to emphasise the body shapes they make and hold in balances. Pupils develop simple movement motifs reflecting the stimulus of "Aquarium Theme" music, with actions based on simple swimming strokes. Pupils make satisfactory progress in movements suggesting stationary dives, front crawl and breaststroke arm and upper body movements.
177. The majority of pupils have good attitudes to physical education activities and in some lessons there is a keen sense of enjoyment with pupils trying hard to improve their performances. Pupils in Year 6 often have very good attitudes. They work well together and are appreciative of the work of others in demonstrations at the end of the lesson. But the response of a small number of pupils in Year 5 is much less enthusiastic. A small number of these pupils make little effort in their work and the effectiveness of the lesson is affected as the teacher has to deal with such distractions.
178. Teaching is satisfactory overall with some very good teaching. Teachers generally have a good level of subject knowledge and make clear teaching points to improve pupils' performance. The expectations of pupils in Year 6 are high. However, other pupils are occasionally capable of producing work of a slightly higher level if the teachers made their expectations of the highest level of movement clearer
179. Whilst it was only possible to observe dance/movement lessons in the period of inspection, planning and discussions clearly indicate that the school provides an appropriately balanced curriculum covering all aspects of the physical education curriculum. During parts of the year, groups of pupils are taken swimming in accordance with the Local Education Authority guidelines. Older pupils are taken on a residential visit where some outdoor and adventure activities are offered to pupils who speak with excitement of these activities. The subject co-ordinator has a high level of personal and professional subject knowledge but currently has few opportunities to work alongside colleagues to raise standards even further. But good work has been done on raising staff awareness of safety issues in lessons. The school has an appropriate range of extra curricular sporting activities, although some parents are keen that these be extended further.

RELIGIOUS EDUCATION

180. At the end of both key stages, pupils attain standards which match the expectations of the locally agreed syllabus. The progress that the pupils make, including those with special educational needs, is generally good. The scheme of work has recently been adapted and now ensures the continuous and steady development of pupils' knowledge and understanding as they move through the school. In the past, this planning to build in a continuous and progressive manner on what the pupils know, understand and can do has not always been consistently developed.
181. By the end of Key Stage 1, pupils have an appropriate knowledge of Christianity and have experienced stories from the Bible, such as, "The Prodigal Son". Pupils have retold these stories and in discussion have thought carefully about them, considering the impact of faith and friendships. In a broad based programme they have also learned about some of the traditions of other faiths, particularly the festivals of other religions such as Hanukkah and have linked those with other festivals of light. In work linked to geography, the pupils have learned about life in a village in Ghana and the impact of traditions and beliefs upon their everyday lives. The pupils remember what they have learned. Pupils are secure in their knowledge and they make good progress, building on what they know of one religion and comparing it with others. Pupils can explain in detail what they have learned about festivals and celebrations and can remember the terms and titles used to distinguish one festival from another.
182. In Key Stage 2, the areas of knowledge and understanding are steadily developed and during the inspection the pupils in Year 6, who had recently visited a synagogue, were analysing the word 'sacred' after learning about the Jewish scrolls and other writings which are important in religious beliefs. The pupils showed a sensitive appreciation of the way these writings were valued and they are aware of the importance of secular books as a source of guidance. The pupils discussed this difficult concept with knowledge and understanding and pupils listened to their colleagues and showed respect for their views. Pupils in Year 4 have been considering shrines. They appreciate the significance of the Hindu shrine and link that to their own ideas of what they consider to be important and what they would put on a simple shrine. The quality of discussion was very high and again pupils listened with respect while other pupils explained what they would include and why. The teacher developed these discussions very sensitively and good progress was made in furthering pupils' knowledge and understanding.
183. Pupils display very positive attitudes to religious education. Despite the very personal and individual perceptions of much of this work, they explain their ideas confidently in an appropriate atmosphere where relationships are good and pupils demonstrate good levels of tolerance and respect for the feelings of others.
184. The quality of teaching is good and some very interesting work is planned for pupils in classes throughout the school. Teachers are secure in their subject knowledge and use reference materials well to support pupils' learning. An interesting programme of visits and events is planned for each year group to provide a focus for their work. Pupils in Year 2 are to visit the local parish church and they have recently enacted a wedding ceremony. This is remembered with interest and there is no doubt that pupils gained a lot of information from this activity. Pupils in Years 4 and 5 have also visited the local church as part of the Community Leaders Topic and in addition to visits to the synagogue the school has had a visitor to school to talk to the pupils about Judaism. The displays of pupils' work about the school show the breadth of experiences which pupils have had. The teachers place a great deal of emphasis on feelings and emotions giving the pupils time and opportunity to discuss and explain in a secure and helpful

atmosphere. Religious education in this school makes a valuable contribution to pupils' spiritual, moral, social and cultural development.