

INSPECTION REPORT

Pudsey Primrose Hill Primary School

Stanningley, Leeds

LEA area: Leeds

Unique reference number: 107850

Headteacher: Mr D. Wild

Reporting inspector: Mr R. W. Burgess
20950

Dates of inspection: 28th – 29th November 2001

Inspection number: 196040

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

Age range of pupils: 3 – 11

Gender of pupils: Mixed

School address: Primrose Hill
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Leeds
West Yorkshire
Postcode: LS28 6AB

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Appropriate authority: Governing Body

Name of chair of governors: Mrs E. Place

Date of previous inspection: 19th May 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Primrose Hill Primary School is situated in south west Leeds close to the border with Bradford. Most pupils come from the immediate area, approximately 15 per cent come from outside the school's official catchment area. On entry to the school, levels of attainment are below those expected nationally, a significant number of children have limited skills and experiences when they enter the nursery after their third birthday. There are 52 children who attend the Nursery part time and a further 312 pupils in the main school. English is the first language of most pupils. There are a small number of pupils whose first language is Gujarati, Urdu, Punjabi or Chinese. Unemployment is above the national average. At the time of the inspection, 12 per cent of pupils are eligible for free school meals, which is similar to the national average. There are a similar number of boys and girls in the school, aged from three to 11 years. The school has recognised 69 pupils as having special educational needs, which is similar to the average for a school of this size and type, five of whom have a Statement of Special Educational Need, which is also similar to the national average.

HOW GOOD THE SCHOOL IS

This is an effective school. Overall the quality of education provided is very good. Teaching is very good. The nursery provides very good experiences in all areas of learning. Throughout the school the majority of pupils make good progress and achieve well, particularly in English and mathematics. The value of the teaching is boosted by the pupils' eagerness to work hard. The school is successful in developing very good attitudes in the pupils and looks after them well. The headteacher, staff and governors share a strong commitment to continued improvement and use the careful analysis and monitoring of the different aspects of the school's work well to improve pupils' performance and set clear priorities which has enabled them to successfully raise standards. The strengths of the school greatly outweigh its areas for improvement. The school provides very good value for money.

What the school does well

- ◆ The good standards achieved in English and mathematics by the end of Year 6.
- ◆ The high quality of teaching and learning.
- ◆ Very good provision for children in the Nursery.
- ◆ Very good leadership and management by the headteacher and senior teaching staff, including the very good monitoring and evaluation of the school's performance and plans for development.
- ◆ The curriculum is very well planned and provides a rich and varied learning experience with a very good range of activities outside of lessons.
- ◆ The early identification and provision for children with learning difficulties.
- ◆ Pupils' very good personal development and the very good relationships within the school, which reflects the care and concern for the personal development of pupils.

What could be improved

- ◆ Standards of achievement in science for more able pupils at Key Stage 2.
- ◆ The range and quality of provision of resources in the library for independent reading and personal research.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a good improvement since the last inspection in May 1997. The school has successfully developed and implemented plans to tackle the minor areas for improvement identified in the last report. There is good consistency in the teaching of mathematics throughout the school. A new marking policy has been agreed, whilst most marking is good and offers useful comment as to how pupils can improve there is a need to ensure this good practice is consistent throughout the school. Pupils undertake more investigative work in science. The school has recognised the need to extend more able pupils in their science investigations and has begun to implement an action plan to address this issue. The standards of teaching observed during the inspection represent a good improvement since the last inspection. The curriculum is planned as a whole, to include the literacy and numeracy strategy. It is monitored and evaluated effectively by the headteacher, governors and curriculum co-ordinators. The school has identified clear and realistic targets that have been met well, with the exception of science at Year 6 in 2001. Following the analysis of 2001 Year 6 results the school has produced detailed and appropriate plans for action to address this issue. It is well placed to continue to build on its recent improvements, for example, in targeting higher attaining pupils performance in science.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	B	B	B
Mathematics	A	A	A	A
Science	A	B	E	E

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

The published results of 2001 National Curriculum assessments for pupils aged 11 do not take account of the number of pupils who transferred to the school within the last four years. Standards in English were above those nationally and in mathematics well above. The results in science where the majority of pupils attained the nationally expected level 4 but very few attained the higher level 5 reflects the ability of pupils to use their language skills and scientific knowledge to answer what happens but not why it happens. These standards reflect those seen during the inspection. Baseline assessments indicate that levels of attainment on entry are below average and have declined since the time of the last inspection in 1997. The results in National Curriculum assessments over the last four years have been consistently above the national average for pupils at the end of Year 2 in reading, writing and mathematics. In the same period the standards for pupils at the end of Year 6 have also been above the national average with the exception of the results for science in 2001. There is clear evidence to suggest that when the previous levels of attainment of these pupils are taken into account they made good progress in their learning.

Children in the Foundation Stage make good progress but by the end of the Reception year standards remain below those expected for a significant number of children in most areas of learning, particularly language and number. This good progress is maintained throughout the school. From evidence gathered during the inspection standards for the majority of current 7 year olds is satisfactory in reading, writing and speaking and listening and mathematics. For 11 year olds, standards are good in English and mathematics and satisfactory in science and they are likely to achieve similar results in 2002 tests to those achieved in 2001. Standards in religious education are satisfactory at both key stages. Standards in art and design are good throughout the school. Standards are at least satisfactory in all other subjects throughout the school. Progress is good for all pupils, including talented pupils, those with special educational needs and those with English as an additional language in English and mathematics. In science it is good for most pupils but is unsatisfactory for more able pupils at Key Stage 2. In all other areas of the curriculum pupils achieve well in relation to their previous attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have positive attitudes. They are very enthusiastic work hard and are eager to learn.
Behaviour, in and out of classrooms	Behaviour is very good both in classrooms and around the school. Pupils are polite and courteous to each other and to adults. They are friendly, tolerant and welcoming.
Personal development and relationships	Very good personal development and relationships. There are good opportunities for pupils to develop independence and show initiative. Pupils take responsibility for their learning and show appreciation for the work of others.
Attendance	Very good. Pupils enjoy coming to school. They arrive on time and lessons start promptly.

Positive and co-operative behaviour are encouraged. The care and commitment of staff for the personal development of each individual child is a reflection of the ethos of the school and is fundamental to its aims and objectives. Pupils listen attentively and respond well in lessons. Pupils have a high regard for others' feelings, values and beliefs. In their personal development, pupils willingly take responsibility for tasks and show initiative, such as when undertaking independent research and supporting different charities.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery & Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very Good	Very Good	Very Good

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

The quality of teaching is very good. This is an improvement since the last inspection. Teaching of the youngest children was often very good, with many activities providing stimulating learning experiences for the children. In the school, the very good and excellent

lessons reflected teachers' subject knowledge, high expectations and very good use of time and resources. The skills of literacy and numeracy are taught very well with additional staffing to enable support groups for those experiencing difficulties. In English and mathematics the consistency of provision for pupils of the same year group in different classes is very good reflecting the co-operative planning between teachers. In science insufficient attention is given to the needs of the higher attaining pupils to extend their skills of scientific reasoning and apply their good levels of knowledge to the conclusions drawn from their investigations. The teaching of pupils with special educational needs and pupils for whom English is an additional language is very good. These pupils make good and often very good progress in their learning. Teachers make effective use of assessment and information provided in pupils' individual education plans. The quality of learning is very good overall. The full impact of teaching on pupil's learning is diminished by the standards of accommodation, in particular the poor and inadequate ventilation in some classrooms and the limited space in one of the temporary classrooms. Pupils and teachers have very good relationships; behaviour is managed well ensuring that there is a positive climate for learning. Pupils have a very good understanding of their achievements.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good provision for children in the Nursery. The curriculum throughout the school is very good and well organised. It includes a wide range of experiences which are stimulating and interesting and is enriched by a very good range of activities and visits outside of lessons.
Provision for pupils with special educational needs	Provision is very good. There is effective support and very good individual education plans to guide teaching. The provision is well targeted with effective planning to meet individual needs and the pupils make at least good and often very good progress.
Provision for pupils with English as an additional language	Very good. Pupils are integrated well. They receive sensitive support from school staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for the pupils' development in these areas. It effectively prepares pupils for the opportunities and responsibilities of adult life. Pupils are given very good opportunities to develop and express their feelings, particularly in the development of moral and social values. They are given the opportunity to take part in a wide range of cultural activities.
How well the school cares for its pupils	The school has good procedures for the welfare of its pupils. It is a friendly place where the pupils feel safe and happy. There are effective procedures for the monitoring of pupils' academic and personal progress in English and mathematics to inform planning for future learning.

The curriculum is planned imaginatively to make learning interesting for the pupils. The school has effectively and successfully maintained very good coverage of all areas of the curriculum. The school is currently developing portfolios to assist in assessment of pupils' work in other areas of the curriculum, particularly science. There is a very good partnership with parents.

The care and commitment of staff for the personal development of each individual child is a reflection of the ethos of the school and is fundamental to its aims and objectives.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, well supported by the senior staff, is providing very good leadership and management. The headteacher works with the senior staff, teachers and governors to develop a shared vision for the school. They have identified appropriate priorities for development and further raise standards of provision within the school.
How well the governors fulfil their responsibilities	The governing body has a very good understanding of its responsibilities and of the strengths and weaknesses of the school. They show a very good commitment to supporting the school and new developments.
The school's evaluation of its performance	The evaluation and analysis of the school's performance is very good and is used well to inform development plans to raise standards. The school has very good and well established procedures for monitoring and self-evaluation of its performance, including the monitoring of teaching. Clear and accurate evaluation by staff and governors is used well to inform the school's plans for development and to set targets to successfully raise standards.
The strategic use of resources	The school makes good use of its development plan in allocating its resources appropriately. Grants are used well. Funds are used effectively to support pupils with special educational needs. Very good use is made of resources and the accommodation.

The school has well planned priorities for further development; it has recognised areas for development and taken clear, firm action to improve. Aspects of the accommodation are unsatisfactory. In a number of classrooms it is not possible to open windows and ventilation is inadequate. In one classroom space is limited. The internal decoration and provision for display is poor in some classes and detracts from the very good quality of work displayed. These aspects have a detrimental impact on pupils' learning. There is a good number of staff to meet curriculum requirements. The quality and range of resources is satisfactory overall. There have been improvements in the resources for information and communication technology which are now satisfactory. The resources in the library are unsatisfactory and do not make adequate provision for pupils' independent reading and research needs. The school makes good use of the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ The high expectations the school has of pupils. ◆ The quality of the teaching. ◆ They find staff are very approachable. ◆ Their children like school and achieve well. 	<ul style="list-style-type: none"> ◆ A small number of parents would like more information on their child's progress.

The parents' views of the school are positive and supportive. The inspection findings support the positive views of parents. Information about pupils' work and progress is good and parents

are welcomed into school where staff are available to talk to them. Written reports offer good information about the work that pupils have done.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The good standards achieved in English and mathematics by the end of Year 6

1. Standards have risen in English and mathematics since the previous inspection in 1997. Pupils' attainment then was judged to be satisfactory and in line with national expectations by the end Year 6. The judgement of this inspection team is that currently standards at the end of Year 6 are good and above national expectations in English and mathematics. This is broadly reflected in the test results of summer 2001 when the number of pupils achieving the expected level 4 and the number achieving the higher level 5 was above the national average. In mathematics the number of pupils achieving the expected level 4 was well above the national average and the number achieving the higher level 5 was above the national average. When the results are compared with those of schools with similar levels of attainment by pupils in Year 2 tests in 1997 the results were broadly the same. When compared with schools with a similar number of pupils receiving free school meals the number of pupils achieving the expected level 4 was well above the national average and the number achieving the higher level 5 was above the national average. This reflects the movement of pupils to and from the school within this year group.

2. The school works hard to achieve these standards. Past results have been analysed and identified areas for improvements have been addressed. Staff are well trained and resources are used well. Classroom support is very well used to enable lower attaining pupils to make good progress. Literacy and numeracy work is made fun and pupils are provided with many opportunities to be practically involved in their work. They respond well to this approach. Good use is made of homework for pupils to practise and reinforce skills and knowledge.

3. In English and mathematics the performance of pupils at the end of Year 6 has been above the national average since 1998. The inspection team found good standards in speaking and listening. Pupils listen attentively, contribute to discussions and offer cogent reasoning to support opinions. For example, when studying dramatic scripts of Dick Whittington and the Selfish Shellfish, they were able to make very good comparisons and give examples of contrasting styles. Standards in reading are good by the time pupils leave for secondary school. Standards in writing are above the national average. Most pupils write accurate, joined script, make good use of punctuation and are secure with spelling. They write for a range of purpose, using formal English well. The range of writing includes poetry, letter writing and descriptive and imaginative work. Inspection findings confirm that standards in mathematics are good. By the end of Year 6 skills in mental arithmetic are good and pupils of all abilities have a good knowledge of place value and can use a variety of methods to collate and represent data they have collected. Pupils develop good skills in handling data. For example, when devising spreadsheets to analyse performance of teams in a fantasy football league.

The high quality of teaching and learning

4. During the relatively short duration of the inspection, teaching and learning observed in English and mathematics was very good or better and in science was good or better. In the literacy and numeracy lessons observed, the quality of teaching had a very positive impact on the quality of the pupils' response, the progress being made and the standards being reached.

This high quality of teaching brings about particularly good standards of attainment and learning. In each lesson, pupils showed very positive attitudes to their learning and the quality of learning was at least good and often very good.

5. The quality of teaching results from very good planning which closely follows the national recommendations in literacy and numeracy. This thorough planning ensures all pupils are able to contribute, with both lower and higher attainers finding suitable challenge in their work. At the onset of lessons, the teachers share with the pupils what they are going to learn. Questioning is skilful and includes pupils of all abilities. The lesson proceeds at a fast pace and pupil concentration is not allowed to lapse. Pupils know what they have to do to succeed and a well conducted plenary at the end of the lesson establishes that the desired learning has taken place.

6. In the excellent and very good lessons, teachers' planning shows suitable learning objectives, which are carefully matched to pupils' prior levels of attainment. Lessons proceed at a good pace, and a range of teaching strategies is used to good effect. Skilled questioning techniques ensure that all pupils are challenged and teachers monitor pupils' progress carefully during the lesson. For example, pupils in the Year 1 and 2 class enthusiastically responded to a session to develop their understanding of place value. In a Year 4 science lesson there was good challenge for all pupils and higher attaining pupils were extending their knowledge and were able to use this well to draw conclusions following their investigation of air resistance using paper parachutes which had links to their work in design and technology and made good use of their skills in numeracy and data handling from mathematics. There was good assessment and planning, together with clear explanation and encouragement from the teacher. In art and design teachers stress the need for pupils to observe closely and very good use is made of examples of the work and styles of famous artists and of pupils' own work. For example, in work to produce their own seascapes having studied the work of different well known artists and in producing their own work in the style of L. S. Lowry. There is very good use of questioning to help pupils develop and refine their work. For example, when working with a visiting artist to produce large wall boards to enhance the playground environment.

7. Teachers' medium term planning throughout the curriculum is detailed and follows national curriculum programmes of study. The planning effectively covers the programmes of study of the national curriculum and teachers work hard to prepare lessons that are well organised and set in contexts that engage pupils' interests and enjoyment. There are good examples of appropriate and effective teaching which use resources well and results in challenging work and the pupils making good progress. For example, in a literacy lesson for Year 6 pupils, when pupils discussed the portrayal of different fictional characters in the stories of J. K. Rowling. Teaching is particularly effective in lessons where there is good subject knowledge and enthusiasm. For example, in a Year 4 lesson the teacher motivated and enthused pupils during the brisk mental mathematics sessions and the plenary session was used well to provide good opportunities for pupils to reflect on what they had learned about fractions. Teachers' expectations are high and there is good use of resources. Throughout the school, teachers are successful at creating an orderly, working atmosphere that ensures that there is little or no disruption. Expectations of good behaviour are high.

8. The school has clear aspirations to benefit all pupils with high quality teaching. To this end, the school has introduced focused monitoring of teaching. Observations made on teaching are providing targets for improvement which are systematically monitored and reviewed. For example, in identifying the need to develop provision for higher attaining pupils

and the attainment of all pupils in writing. These arrangements are serving to enhance teacher performance thus having a positive impact on pupils' attainment and progress.

Very good provision for children in the Nursery

9. There is very good provision for children in the Foundation Stage. The early years co-ordinator provides clear leadership of the Foundation Stage provision. Staff carefully organise the curriculum to meet the children's needs. A commitment to equal opportunities for all children is evident in the day-to-day work of the classes. All aspects of Early Years' learning are covered. A good range of planned activities enable young children to develop the skills to provide a good foundation for their subsequent work. Good opportunities are provided, through a range of directed and free choice activities, for these young children to develop academically, creatively and socially.

10. Teaching of children is very good. There is detailed planning based on the six areas of learning. Staff have very good relationships with the children and are calm in their approach. They are well organised, they encourage independence and initiative. Good teamwork and communications are a strength of the unit and promote good standards and progress. The staff, all of whom have a very good understanding of how young children learn, effectively monitor the children's progress and use the results of assessment effectively to inform planning and identify areas of concern which are shared with parents.

11. The staff are very well qualified and have high levels of experience and expertise to teach the appropriate areas of learning. They are fully integrated into the school and share the same development, appraisal and in-service training opportunities as their colleagues. All staff make very good provision for children with special educational needs. The unit provides a very good range of experiences within accommodation which is used very effectively but which is unsatisfactory in terms of space and facilities appropriate to the age of the children. The range of large play equipment, such as wheeled toys, to provide opportunities for children to develop their co-ordination and social skills has been improved, as has the outside area adjacent to the unit. The unit is well equipped with very good resources, which are in good condition and used very well to support children's learning. The classroom is bright and attractive with a variety of colourful and attractive displays.

Very good leadership and management by the headteacher and senior teaching staff, including the very good monitoring and evaluation of the school's performance and plans for development

12. The quality of leadership provided by the headteacher, deputy head, senior staff and governing body has had, and is having, a significant effect on the success of this good school. They are very aware of the school's strengths and areas for improvement. The action plan produced after the previous inspection addressed the small number of issues raised in a well organised way and these have been appropriately monitored and evaluated. They have ensured that developments have taken place at an appropriate pace, so that new systems are thorough and well organised. In addition to those issues raised at the previous inspection, the school has identified other areas for development within its school development plan such as the improvement of attainment in writing and information and communication technology which is already being reflected in pupils current levels of attainment. There very good arrangements for the monitoring and evaluation of these initiatives to assess their impact on pupils learning

and ensure the challenging targets identified are met successfully. This quality of monitoring and evaluation is a strength of the school.

13. The staff are valued and work very well as a team. Evaluation of teaching is part of the school's routine. Teaching staff have clear written descriptions of what is expected of them and these are reviewed regularly. The school is very effective in analysing results and data to inform clear target setting in the core subjects. For example, this process has been used effectively to identify the reasons for the decline in the number of pupils achieving above national expectations in science in 2001 and has resulted in the production of a detailed action plan to address this issue by the senior management team. The commitment to continuing self-evaluation and high expectations has helped to create an effective school which has the will and capacity to improve further through a systematic process of review, evaluation and planned improvement.

14. The headteacher, deputy head and senior staff work closely together and provide clear and purposeful leadership. They share with governors and colleagues a vision of what sort of school it should be. Central to this, is a commitment to high expectations of success. There is a common desire for pupils to achieve their best and to try to do better. This vision is shared by pupils and parents. Both the governing body and parents regard very highly the work done by the headteacher and staff.

15. Governors use their considerable expertise well to support the work of the school. A number of them are closely involved in the life of the school. The close consultation between the headteacher and finance committee ensures that the budget is used effectively. The school always seeks best value for money, for example, in improving the outside area for use by children in the Nursery.

16. The headteacher gives a strong lead to developments such as planning, assessment and delivery. Together with senior colleagues he monitors the teaching closely and provides good guidance on teaching strategies. Considerable work has been done and continues to take place to improve the quality of teaching. Strategies have been implemented to adopt a proactive approach to review and development based on a strong commitment amongst all staff to improve the quality of education provided.

17. The school has a good range of procedures to analyse pupils' performance. These include profiles of children in the Nursery together with an analysis of baseline assessments made on entry to the Reception classes. Pupils' performance is closely monitored and data is collected to help set individual and class targets. Evaluation of school performance is made through identifying and analysing trends in performance, for example, by class and by gender, leading to targets being set for improvement. These processes, led by the headteacher, fully involve the staff and both pupil and school improvement targets are discussed fully with the governing body.

18. Based upon the wide range of information collected from monitoring, areas for development are clearly identified in the comprehensive school development plan. There are audit and development plans for a wide range of areas, including each curriculum area, together with detailed mathematics and literacy action plans. For example, each subject co-ordinator produces an annual review of their subject area and an evaluation of the cost effectiveness of any initiatives undertaken together with a submission of an action plan for the coming year. These are considered at the joint meeting of staff and governors to formulate the school's development plan. All the information the school collects is put to good use in

ensuring that the work of the school, including the quality of teaching and its impact, is fully and appropriately monitored. This monitoring supports the school in its will and capacity to continue developing and improving the good quality of education provided.

The curriculum is very well planned and provides a rich and varied learning experience with a very good range of activities outside of lessons

19. The quality and range of learning opportunities is a strength of the school. The school has developed a well structured curriculum embracing all statutory requirements and providing much more in addition. Pupils are welcomed into school before the start of the school day and provided with well planned activities. The school's strategy for developing the literacy and numeracy hours is very good and is making a significant contribution to raising standards in English and mathematics. There is no significant reduction in the range and content of other subjects.

20. The school provides a wide range of stimulating activities designed to make learning interesting and to fire the pupils' imaginations, linking areas of the curriculum as appropriate and covering required areas of study with the expected breadth, balance and relevance. The quality of display is generally high and work contains useful and interesting information which pupils enjoy reading. Pupils have the opportunity to write on a wide range of interesting subjects and to express their thoughts and feelings, particularly in creative writing and poetry during their literacy work. The curriculum includes time for personal and social education, with aspects of health and safety education being appropriately covered in science and physical education. Subjects, such as history and geography, are planned and taught well and cover the required areas. The curriculum ensures good provision for the development of creative arts.

21. Provision for activities outside of lessons is very good. There are lunch time clubs for games and music. Games activities include football, netball, basketball and rounders. Musical activities include choir, recorder and dance. There is also a very good residential activity weekend each year for older pupils.

22. Equality of access and opportunity to curriculum opportunities is very good and an important part of the school's positive ethos. Efforts are made to ensure that all pupils make the best of their time at school, for example, the extra-curricular activities are wide ranging and varied in order to attract a wide range of pupils with different interests.

The early identification and provision for children with learning difficulties

23. Provision for pupils with learning difficulties is very good. There is a policy in place and it is evident in practice throughout the school. The school has developed very good procedures, which give structure to planning, teaching and assessment with the resultant very good teaching and learning. The special educational needs co-ordinator works well with special educational needs pupils making learning different, enjoyable but challenging. Pupils develop social skills and co-operation; enthusiasm is developed which gives an edge to their learning. There is clear evidence of greater confidence and accuracy in their work and they gain satisfaction and pleasure from their success. The school has recognised in its current development plan the need to develop the learning of more able pupils through challenging extension work.

24. Pupils with learning difficulties are very well supported in the classroom as individuals or in groups. Support assistants work very effectively under the direction of the class teachers. Individual education plans for pupils identified as having learning difficulties are in place. These are of very good quality, set realistic and careful targets and state how they should be achieved, with reports to record the outcomes. Pupils' work is linked directly to their individual education plans. Monitoring and assessment of targets set is very good. Plans are reviewed regularly and targets adjusted to ensure that pupils achieve success and continue to make appropriate progress. Additional literacy and numeracy support and intensive teaching is provided for identified groups of pupils, particularly in the early years and those with standards of attainment below national expectations when they have transferred to the school.

25. Nursery profiles, baseline assessment and very good ongoing assessment is used very effectively to enable the early identification of learning difficulties and provide appropriate support for pupils. These are having a positive impact on raising standards. Careful analyses of pupils' achievements are used well to determine strengths and weaknesses. Parents are involved as soon as any concerns are raised about their child's special needs. They are closely consulted in the process of writing the individual education plans. Parents are welcome to see the co-ordinator who makes herself readily available. Links with outside support agencies and with parents are very good.

26. Support assistants and teachers work very effectively to promote the learning of the pupils. Very clear planning is in place covering the role of support staff, enabling all pupils to follow the same topic at an appropriate level. Pupils work on basic skills in literacy and numeracy sessions with differentiation and good reference to purpose and context. All pupils are given opportunity and access to a broad and balanced curriculum.

Pupils' very good personal development and the very good relationships within the school, which reflects the care and concern for the personal development of pupils

27. Pupils have very good attitudes to their work. They enjoy coming to school and show interest and enthusiasm in all that they do. Pupils are treated in a warm and friendly manner consistently by all staff and this feature has a positive effect on their relationships with others.

28. Teachers take the opportunity to deal with a range of issues and needs; there is the opportunity for quiet contemplation from time to time. There are several times during the day when children pause and reflect, their thinking led by sensitive teaching staff very aware of the importance of this area of personal development. There is a time during assembly for collective worship when children are still and asked to think about an important aspect of life. Pupils are encouraged to express their feelings and now know that they can do so without fear or embarrassment. In this kind of supportive setting personal growth can take place. Teachers take the opportunity in other areas of the curriculum to give a rightful place to awe and wonder and to engender in pupils a love of nature and respect for living things.

29. From the earliest age children are taught right from wrong and have consistent models for conduct from all members of staff at the school. Pupils are taught respect for others and respect for property. They are polite, respectful and helpful. The school building, grounds, furniture and equipment are all well looked after.

30. A variety of music is played for assembly and hymns and songs sung. There is instrument tuition and pupils perform in assembly. Activities outside of lessons cover a wide range of sporting and cultural interests, including a variety of dancing and choir singing. There have been a number of visits to museums, for example, Kirkstall Abbey Museum. They are taught about other people's religion and culture. For example, pupils were taught about the Jewish faith, culture and traditions linked to the festival of Hanukkah and their work was displayed in the school along with information and artefacts.

31. Pupils have very good attitudes to their work. They enjoy coming to school and they feel that they are provided with many opportunities to learn new and exciting things. They feel that the teachers provide them with help and encouragement in all their lessons. Pupils throughout the school reflect these views in their high levels of enthusiasm for activities and lessons in all subjects. The high value placed upon pupils and their achievements is evident through attractive displays of work in the classrooms and in the sharing of each other's work in lessons and assemblies. Pupils feel that their hard work and good behaviour are recognised well and they are especially pleased with the weekly celebration assemblies that highlight their achievements.

32. The behaviour of the majority of pupils is very good and this has a beneficial effect upon their learning and upon the school community as a whole. Pupils behave consistently well in lessons, assemblies and at lunchtimes. Pupils understand and follow the school and class rules well reflecting their involvement in forming them. Misbehaviour is rare and when reminders about acceptable behaviour are given they are very effective.

33. The relationships amongst all members of the school community are very good. Adults in school present very good role models and pupils are treated with care and respect. Pupils are encouraged to act responsibly and are all provided with many opportunities to carry out class duties or to serve the whole school community, for example, by leading assemblies. Pupils are given opportunities in lessons and assemblies to express their opinions and feelings and they develop a considerate and respectful attitude towards others. For example, pupils show their awareness of the plight of others by organising events to support the work of chosen charities.

WHAT COULD BE IMPROVED

The standards of achievement in science for more able pupils at Key Stage 2

34. Standards in science at the end of Year 6, from 1997 to 2000 were above the national average. In 2001, the school's performance in science was well below the national average overall. In the test results of summer 2001 the number of pupils achieving the expected level 4 was close to the national average but the number of pupils achieving the higher level 5 was very low in comparison with the national average. The number of pupils achieving level 4 was below average in comparison with schools where pupils achieved similar results at the end of Year 2 in 1997 and average in comparison with schools where there are a similar number of pupils receiving free school meals. The number achieving the higher level 5 was very low in comparison with schools where pupils achieved similar results at the end of Year 2 in 1997 and with schools where there is a similar number of pupils receiving free school meals.

35. Inspection findings indicate that most pupils have good scientific knowledge and understanding and are using many of the skills of investigation. They do not have sufficient

opportunity and challenge to extend their skills of scientific reasoning and apply their good levels of knowledge to the conclusions drawn from their investigations. For example, in a Year 5 science lesson on weight and mass pupils were asked to observe what was happening in their investigations but were not encouraged to use their knowledge and reasoning skills to suggest why they obtained the results they did or to draw any conclusions. At the end of the lesson the teacher summarised what they had done but pupils did not have the opportunity to express their own views about what they had learnt and why.

36. The tasks and activities planned in most lessons observed during the inspection were the same for all pupils and any difference in teacher expectations for groups of different ability was in terms of outcome. In most instances this was appropriate for the majority of pupils and good support was given to less able pupils. For more able pupils there was insufficient challenge to develop their scientific thinking and apply the knowledge they had gained during their investigations to suggest why investigations produced the results they recorded. The school's analysis of the answers given by pupils who were expected to achieve the higher level 5 in the 2001 tests indicate a similar problem.

The range and quality of provision of resources in the library for independent reading and personal research

37. The range of software and appropriate books, both fiction and non-fiction, to support pupils' learning is unsatisfactory. The school has recently improved the library accommodation, including the provision of good quality shelving and facilities for using information and communication technology. It recognises the need to improve the range and quality of book provision and to continue to develop resources for information and communication technology but has yet to include this as an area for improvement within its school development plan.

38. There is a limited range of literature to enable pupils to become competent independent readers. The range and quality of resources is insufficient to enable pupils to develop their skills well or to make appropriate use of reference books to research information for other subjects and develop their understanding of how to use a library classification system to retrieve information.

39. The provision of resources is unsatisfactory in both the quality and range. It is used insufficiently by pupils and does not contribute effectively to the progress in literacy and research skills in other subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has many more strengths than areas for improvement. The governors' action plan will set out how the areas for improvement identified during the inspection are to be tackled.

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

- ◆ Improve the standards of achievement in science for more able pupils at Key Stage 2 by:
 - *fully implementing the actions identified following the analysis of 2001 Year 6 results which include timetabling alterations, attention to the needs of more able pupils and monitoring of pupils' work by the senior management team;*
 - *monitoring and evaluating standards and compare these with pupils achievement in English and mathematics;*
 - *developing a comprehensive and levelled portfolio of pupils' work to inform teacher assessment and expectations;*

- ◆ Improve the range and quality of provision of resources in the library for independent reading and personal research by:
 - *implementing an audit of existing library stock;*
 - *conducting a needs survey of staff and pupils;*
 - *developing an action plan for inclusion within the school development plan.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

26

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

8

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	16	2	2	0	0	0
Percentage	23	62	8	8	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents approximately four percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	312
Number of full-time pupils known to be eligible for free school meals	0	38

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	69

English as an additional language

	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	13	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	19	20
	Girls	12	12	12
	Total	30	31	32
Percentage of pupils at NC level 2 or above	School	88 (93)	91 (98)	94 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	20	19
	Girls	12	12	12
	Total	30	32	31
Percentage of pupils at NC level 2 or above	School	88 (98)	94 (98)	91 (98)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	24	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	17
	Girls	23	22	23
	Total	38	39	40
Percentage of pupils at NC level 4 or above	School	86 (87)	89 (93)	91 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	18
	Girls	22	21	22
	Total	36	37	40
Percentage of pupils at NC level 4 or above	School	82 (84)	84 (91)	91 (98)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	8
Pakistani	3
Bangladeshi	0
Chinese	3
White	245
Any other minority ethnic group	8

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	28.4 : 1
Average class size	28.4

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	207

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26 : 1
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	8.7

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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.

Financial information

Financial year	2000/01
	£
Total income	683,523
Total expenditure	674,092
Expenditure per pupil	1,910
Balance brought forward from previous year	13,480
Balance carried forward to next year	22,911

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	338
Number of questionnaires returned	131

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	3	0	0
My child is making good progress in school.	53	43	2	0	2
Behaviour in the school is good.	54	41	1	1	3
My child gets the right amount of work to do at home.	43	47	6	2	2
The teaching is good.	67	29	0	0	4
I am kept well informed about how my child is getting on.	44	47	8	0	1
I would feel comfortable about approaching the school with questions or a problem.	66	30	1	2	1
The school expects my child to work hard and achieve his or her best.	66	33	0	0	1
The school works closely with parents.	43	48	5	0	4
The school is well led and managed.	53	43	2	0	2
The school is helping my child become mature and responsible.	53	44	1	0	2
The school provides an interesting range of activities outside lessons.	48	39	5	1	7