

INSPECTION REPORT

UPPER WORTLEY PRIMARY SCHOOL

Leeds

LEA area: Leeds

Unique reference number: 107968

Headteacher: Mrs R Lyons

Reporting inspector: Mr S O'Toole
20891

Dates of inspection: 3rd – 6th December 2001

Inspection number: 196228

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior with nursery class

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Ashley Road
Leeds
West Yorkshire

Postcode: LS12 4LF

Telephone number: 0113 2638431

Fax number: 0113 2638431

Appropriate authority: The governing body

Name of chair of governors: Mrs D Harold

Date of previous inspection: 21/04/97

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20891	S O'Toole	Registered inspector	Equal opportunities English as an additional language Religious education	The school's results and pupils' achievements How well are pupils taught How well is the school led and managed What should the school do to improve further
9619	R Miller	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils How well does the school work in partnership with parents
7983	I Johnston	Team inspector	Special educational needs Information and communication technology	
27324	D Crow	Team inspector	The foundation stage	How good are the curricular and other opportunities offered to pupils
31862	J Coop	Team inspector	Mathematics Music	
22556	E Morgan	Team inspector	Art and design Design and technology	
30398	C Scola	Team inspector	English Physical education	
17767	S Power	Team inspector	Science History Geography	

The inspection contractor was:

Lynrose Marketing Limited
Bungalow Farmhouse
Six Mile Bottom
Newmarket
Suffolk
CB8 0TU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Upper Wortley Primary School is located in Leeds. It is a larger than average primary school. Most pupils come from the surrounding area which is below average socio-economically. A total of 415 pupils aged between three and eleven attend the school with 181 boys and 211 girls. A further 62 children attend the nursery class part-time either in the morning or afternoon each day. Most of the pupils are of British origin 14 have other family backgrounds. Eleven pupils have English as an additional language and one is at an early stage of English acquisition. Almost 15 percent of pupils are eligible for free school meals which is broadly average. There are 47 pupils with special educational needs (below average). Seven have a statement of special educational need (average). The number of pupils on roll has fallen steadily since the previous inspection, due to a decline in the population. Children start in the nursery class in the term after their third birthday. Attainment on admission is below average overall and the children's speaking skills are poor. Over half of the teaching staff has changed in the last two years and a new headteacher was appointed in January 2001. The school is part of an *Education Action Zone* and has also received the support of a mentor through the *Excellence in Cities* initiative.

HOW GOOD THE SCHOOL IS

Following a period of significant staff turnover, the school is improving and the quality of education is now satisfactory but much remains to be done. There are signs of improvement in standards but they are below average in English, mathematics and science at the end of the juniors. The headteacher provides clear direction and determined leadership and is establishing a hard-working team. The present good teaching is helping to improve the rate of pupils' progress which has been unsatisfactory until recently. The school provides satisfactory value for money.

What the school does well

- The provision, teaching and progress by children in the nursery and reception classes is good.
- The headteacher provides well focused leadership.
- The pupils' have good behaviour and attitudes, resulting from effective provision for moral and social development.
- The school cares for the pupils well.

What could be improved

- Standards in English, mathematics, science, design and technology, art and design, music and geography at the end of the juniors.
- Improving the use of literacy and numeracy skills across the curriculum.
- The provision for pupils with special educational needs.
- The way the school assesses pupils and uses the information to plan work.
- The role of subject leaders in developing, monitoring and supporting colleagues.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

In recent months, the school has made satisfactory improvement in tackling the issues raised in the report from the previous inspection carried out in April 1997, but until recently improvement was unsatisfactory with some issues from the previous inspection remaining. There has been an improvement in the percentage of pupils attaining average levels in English and mathematics, although standards remain low. Teaching has improved and most lessons are now good, although the lack of subject guidance has resulted in inconsistent progress in developing pupils' skills, knowledge and understanding, particularly in science, geography, design and technology, music and art and design. Staff now have a much clearer understanding of the way forward and the senior management team and governors are determined to raise standards. Standards in information and communication technology are now about average as a result of recent improvements to teaching and resources. The school has good capacity to improve.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	D	C	D	D	well above average A above average B average C below average D well below average E
mathematics	C	C	D	D	
science	D	B	E	E	

There have been fluctuations in performance each year in the results of national tests for 11-year-olds but the rate of improvement has been broadly in line with the national trend. Pupils now make better progress but the legacy of frequent changes of staff, insufficient guidance from subject leaders and weak teaching mean that pupils have not done as well as they should have in the past. Inspection evidence shows that standards in English, mathematics and science in the current Year 6 are below average in spite of recent improvements in the teaching. The school's targets are too high and it is unlikely that they will be met in the 2002 national tests. When compared with similar schools standards in English and mathematics are below average and standards in science are well below average.

In the 2001 tests at the end of Year 2, pupils attained average standards in reading, writing and mathematics when compared nationally. When compared with schools with similar intakes standards were average in reading and writing but below average in mathematics. Inspection evidence shows that the current Year 2 pupils are likely to attain average standards in reading, writing and mathematics. Over time standards at the end of Year 2 have risen in line with the national trend. In the infants and juniors, the standards of work seen show that pupils have insufficient opportunity to apply literacy and numeracy skills effectively in their work in other subjects and this is a weakness.

Children in the nursery and reception classes make good progress and by the time they start in Year 1 have attained most of the expected goals for their age in communication, language

and literacy, mathematical, creative and physical development and in their knowledge and understanding of the world. They make very good progress in their personal, social and emotional development. Their speaking skills are below those expected for their age. Progress in the infants is better than the juniors. Overall, progress throughout the school has been uneven but is now mostly satisfactory and sometimes good. Standards in geography, design and technology, art and design and music are average by the end of Year 2. Due to unsatisfactory progress over time the pupils in the juniors do not achieve well enough in geography, design and technology, art and design and music and standards are below those expected of 11-year-olds. Standards in information and communication technology, physical education, history and religious education are at an appropriate level by the end of Years 2 and 6. Most pupils with special educational needs make insufficient and unsatisfactory progress. Pupils with statements of special educational needs make satisfactory progress, as do the more able.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are positive about school and keen to please their teachers. Almost all respond enthusiastically in lessons. The nursery and reception children make very good progress in their personal, social and emotional development and learn how to co-operate. Nursery and reception children make very good progress in personal, social and emotional development.
Behaviour, in and out of classrooms	Good. The pupils are very polite. They understand and follow the school's rules, showing much pleasure in helping others. They play together well and rough play and bullying are rare. There has been one exclusion.
Personal development and relationships	Good relationships and satisfactory personal development. Pupils are keen to help with jobs around the school. Pupils lack confidence in using their initiative.
Attendance	Unsatisfactory. Attendance is below average. Punctuality is satisfactory.

TEACHING AND LEARNING

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

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 most of the lessons seen were good. Overall, the impact of teaching is now satisfactory although there have been weaknesses in the past. Strengths include the effective and well-focused teaching in the nursery and reception classes, which has enabled the children to make good progress in all of the areas of learning. The teaching in the infants is better and more consistent than in the juniors. There have been recent good improvements in the teaching of reading but more opportunities are needed to extend pupils' competence in writing, particularly in other subjects. The teaching of English and mathematics in the infants and juniors is mostly good. Throughout the school, relationships are good and the teachers

manage behaviour well. The needs of pupils with special educational needs are not identified clearly enough and this is unsatisfactory. The needs of pupils with English as an additional language are met satisfactorily. The teaching of science is too variable and, in spite of some good lessons, there is insufficient opportunity for the pupils to investigate and plan experiments. Most pupils learn at an appropriate rate. They listen well, show interest and concentrate. When challenged they work hard, but their work is sometimes spoiled by untidy presentation, poor spelling and poor handwriting. Areas for development, particularly in the juniors, include more effective use of assessment and marking to guide planning, improving the pace of some lessons and raising expectations so that pupils achieve at a sufficiently high level.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum for the foundation stage is good. The school is improving the curriculum but more remains to be done to ensure consistency in science, design and technology, art and geography. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	Unsatisfactory. Individual education plans lack sufficient focus. The school does not have effective ways of identifying pupils with special educational needs. Satisfactory support is given to pupils with statements of special educational need.
Provision for pupils with English as an additional language	Satisfactory. The pupils are given suitable support. Good account is taken of their backgrounds when planning lessons such as religious education.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The staff are good role models and promote effective relationships and moral values well. Pupils are encouraged to take responsibility and the school's council is beginning to play a part in decision-making. Spiritual development is promoted appropriately through assemblies and religious education and pupils are prepared satisfactorily for life in a culturally diverse society.
How well the school cares for its pupils	Effectively. The staff are very caring and know the pupils well. Child protection procedures are good. Assessment is not used consistently and well enough to plan work which meets the needs of all pupils and this is unsatisfactory.

The school provides good information to parents. Parents make a satisfactory contribution to their children's learning at home and this is better in the infants. They provide good support through fund raising.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has good leadership skills and provides a sense of urgency in raising standards. Staff work together well. The role of subject leaders is underdeveloped. The management of the provision for special educational needs is unsatisfactory.
How well the governors fulfil their responsibilities	Effectively. Many governors are new but they are enthusiastic and keen to support school improvement.
The school's evaluation of its performance	Unsatisfactory. Monitoring of teaching has helped to improve the quality of lessons, but more remains to be done to ensure consistency in all subjects. Targets for achievement in national tests are unrealistic.
The strategic use of resources	Satisfactory. Funds available from specific grants are used well. The school's plans for the future are well focused and carefully costed. Financial control is good and the school satisfactorily seeks to ensure best value in purchasing of supplies and services. The accommodation is very poor and has a detrimental impact on standards at the school. The library is unsatisfactory and there are shortages of resources in music and religious education.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • The quality of teaching and its impact on helping the children to mature. • The way the new headteacher leads the school. • The information they receive about their children's progress. 	<ul style="list-style-type: none"> • More consistency in homework • More extra-curricular activities. • The way the school works with parents.

The inspection team agrees with most of the parents' views. The school provides a good range of extra-curricular activities. Homework is not used consistently to help the pupils to improve.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on admission to the school is not as high as reported at the time of the previous inspection. Children start in the nursery with lower than average skills, knowledge and understanding for their age. Their speaking skills are poorly developed. The school focuses very well on promoting the children's confidence and language development and achieves good success. Children in the nursery and reception classes make good progress and by the time they start in Year 1 have attained most of the early learning goals in communication, language and literacy, mathematical, creative and physical development and knowledge and understanding of the world. The children make very good progress in their personal, social and emotional development and attain the goals expected for their age by the time they leave reception. The school has improved the provision, teaching and learning in the foundation stage since the previous inspection and prepares children well for the National Curriculum. These improvements have taken place within the last two years and are beginning to show through in the improving levels of performance seen in the infants. Children in the foundation stage achieve well.
2. There are several important factors which have had a detrimental impact on pupils' performance in national tests particularly in the juniors.
 - Most of the staff has changed within the last two years and this has resulted in lack of consistency in developing pupils' skills, knowledge and understanding in most subjects and insufficient focus on building on what pupils already know.
 - Weaknesses in teaching.
 - Pupils have a limited vocabulary and poor speaking skills.
 - Procedures for assessment and its use to plan work has been a weakness for several years and remains an issue for the school in spite of recent improvements.
 - The school has not had coherent and effective planning to ensure sufficient challenge for pupils in some subjects.
 - The unsatisfactory provision for pupils with special educational needs.
 - High levels of mobility.
 - Unsatisfactory attendance.
 - Very poor accommodation.
3. Initiatives which have begun to improve the rate of pupils' progress and raise standards include the following:
 - Clear educational direction by the headteacher.
 - Rigorous monitoring and support of teaching.
 - Improvements in teaching.
 - Improved planning.
 - The re-organisation of the foundation stage.
 - Appointment of new staff.
4. National test results in 1998 showed that the current group of Year 6 pupils attained standards which were well below average in reading and below average in writing and mathematics at the end of Year 2. The current Year 6 pupils have been badly affected by inconsistent and often unsatisfactory teaching and have made insufficient progress

until recently. They now make satisfactory progress because of better teaching but much remains to be done to raise their performance to a sufficiently high level.

5. Inspection evidence shows that the current Year 2 pupils are attaining average standards in reading, writing, mathematics and science and that standards are rising. However, pupils' speaking skills are below average. Analysis of the trends in performance at the end of Year 2 over the last four years shows that standards have fluctuated but are now improving steadily. In the national tests at the end of Year 2 in 2001 the pupils attained average standards in reading, writing and mathematics. When compared with similar schools standards in reading and writing were average but below average in mathematics.
6. Performance in national tests at the end of Year 6 over the last four years shows that there has been some fluctuation in the annually reported results but that the trend has been broadly in line with the national improving trend. The school has improved the percentage of pupils attaining average levels at the end of Year 6 in English, mathematics and science, although overall standards remain below average as few pupils attained the higher level 5 in national tests. Given the pupils' performance in national tests when they were in Year 2 there has been some but insufficient progress. There are more positive signs of recent satisfactory progress with a much stronger focus on improving teaching, establishing a satisfactory curriculum and improving planning. However, the legacy of poor teaching that the current Year 6 pupils have had in previous years has compounded the effects of uneven progress. In addition, pupils have underdeveloped language skills and their speech is often hampered by limited vocabulary.
7. The end of Year 6 national test results showed a significant disparity between teacher assessments and test results and was the result of weak assessment. Pupils performed better in the tests than the teachers expected indicating some low expectation and inaccuracy in assessment. In addition the targets set for overall performance were not met, as they were much too high. Pupils' results were below the average in English and mathematics and well below average in science when compared nationally and with similar schools. Inspection evidence shows that standards in English, mathematics and science are below average. Pupils do not have sufficient opportunities to use literacy and numeracy skills in other subjects, although there have been recent improvements in using writing across the curriculum in some classes. The school is now making more effective use of assessment in English and mathematics but target setting is still weak and much remains to be done to secure consistent improvement. Science is relatively the weakest subject and this is due to lack of effective subject leadership. There is no significant difference in the overall performance of boys and girls.
8. The school's recent initiatives and staff changes within the last year are beginning to bear fruit in improved performance in the foundation stage and infants. Progress in these year groups is often good. The rate of progress in Years 3 and 4 has also improved through effective teaching and standards are rising. In Years 5 and 6, the pupils are now making satisfactory progress but the lack of subject guidance and consistent teaching in the past have meant that pupils have not been taught basic skills to a sufficient depth and many are not achieving at a sufficiently high level. As a result pupils' skills, knowledge and understanding in art and design, design and technology, music and geography are below those expected of 11-year-olds. By the end of Year 6 standards in information and communication technology, history, physical education and religious education are at an appropriate level for 11-year-olds

9. There has been too little rigour in identifying pupils with special educational needs. The school has identified this as a weakness and plans to improve the provision are in hand. Pupils with statements of special educational needs make satisfactory progress as they are supported well by classroom assistants. Most other pupils on the register of special educational needs do not make sufficient progress as their individual education plans give little indication of the next steps in their learning. In a few classes, the individual education plans are sharper and better focused and the teachers use them well to plan lessons but the lack of consistency is unsatisfactory. There are very few pupils with English as an additional language. Their needs are met appropriately and they make satisfactory progress. The more able pupils make satisfactory progress as most classes include activities which are sufficiently challenging. The school does not yet identify gifted and talented pupils.

Pupils' attitudes, values and personal development

10. In the nursery and reception classes, children's attitudes are very good. Children are keen to learn as the work they do is stimulating and it captures their interest. Behaviour is very good as children play well together and learn how to co-operate with each other. They look after the classrooms, keeping them tidy and well organised. Children are confident and sustain their concentration well.
11. In the rest of the school, pupils' attitudes are good. Nearly all children are keen to come to school and most are co-operative throughout the school day. In most lessons, pupils listen attentively and undertake written and practical tasks conscientiously. They are positive about school, keenly respond to their teachers and almost all are enthusiastic in lessons. Most pupils are capable of sustaining their interest. For example, pupils in a Year 1 physical education lesson gave their full attention to the teacher when she was explaining the reasons for warming up before physical activity. The pupils enjoy stories in religious education and listen well, often joining in at suitable points. They respond well to praise and reward taking much pride from having their achievements displayed on a noticeboard in the hall.
12. The school has maintained the good standards of behaviour reported at the time of the previous inspection. The pupils show respect for others during discussions. Pupils clearly understand the difference between right and wrong and understand how what they do may affect others. Behaviour observed in the dining hall, in assemblies and in the playground was good. However, boisterous behaviour in the playground has given rise to occasional problems and isolated incidents of bullying have occurred. One child has been excluded for a fixed period this year. Most incidents are dealt with effectively although a few pupils feel that incidents at lunchtime are not always resolved satisfactorily. Most teachers manage the children well. The small number of children from ethnic minority groups are fully integrated into the life and work of the school. There have been isolated occurrences of racial remarks being made and these have been dealt with effectively by staff.
13. Relationships are good. Pupils are very polite to each other and adults. They get much pleasure from helping others. Children, particularly those in the nursery and reception classes, respond very well to the good provision for their personal, social and emotional development. Those pupils in the rest of the school benefit from the recently formed school council which allows their voices to be heard on a number of issues that are important to them, such as playground activities. There remain however limited opportunities for pupils to show initiative and to undertake independent learning in subjects such as science.

14. Attendance has declined since the previous inspection. At around 93 per cent it is below the national average and is unsatisfactory. Although the unauthorised rate of absence is below the national average, the authorised rate continues to grow and is now well above the average nationally. This is due, in the main, to families taking holidays in term time. Punctuality is good for the majority of pupils but there are a small number who are persistently late and this disrupts the start of the school day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching has improved since the previous inspection. The impact of teaching on learning and attainment is satisfactory overall. Much of the teaching seen during the inspection was good. Of the lessons seen, 16 percent were very good, 58 percent were good and 26 percent were satisfactory. There were no unsatisfactory lessons. Teaching in the nursery and reception classes is mostly good. Most of the lessons seen during the inspection in the infants and juniors were good but scrutiny of pupils' work and analysis of their performance over time show that there are several areas for improvement in the teaching, particularly in the juniors. Overall, teaching in the infants is better than the juniors. Good headway has been made recently in improving the quality of teaching through monitoring and support from the headteacher. More remains to be done to ensure that there is consistency in the provision of homework, planning to meet the needs of pupils with special educational needs, the pace of some lessons and the use of marking to guide pupils on how they might improve.
16. Teaching in the nursery and reception classes is at least good with some very good features. The staff work together well to ensure that the needs of the children, including those with special educational needs and English as an additional language are met. The staff take good care to ensure that children with English as an additional language take a full part in the curriculum and encourage the development of spoken English well. Good attention is given to planning work which takes account of what the children already know. There is a good emphasis on the development of early reading and writing skills and through role-play and opportunities for discussion the staff provide good opportunities for the children to improve their spoken language. The teaching of communication, language and literacy is good as the staff encourage clear speech, engage the children in discussion and promote a love of stories and rhymes. Much care is taken when the children start school to assess their needs and the staff are skilful in promoting independence and confidence through supportive questions, helpful guidance and by intervening at the right time to move learning on. As a result the children make very good progress in personal, social and emotional development. The staff have a good understanding of how the children make gains in their mathematical development. They plan a good range of activities which include opportunities for the children to explore a range of equipment to make patterns and shapes, teach number rhymes and games and emphasise mathematical vocabulary. In spite of the very poor accommodation and limited range of outdoor equipment the staff organise the teaching of physical development well. They extend the work in the classroom to outside activities so that the children have opportunities to take part in role-play such as in Santa's Grotto. They join in with the children and encourage them to act a part and improve their speaking skills. The nursery and reception classes are lively and interesting places where creative skills are taught well. The teachers work hard to compensate for the children's limited experience of the wider world. The teaching of knowledge and understanding of the world is good.

17. It is apparent from the pupils' performance in national tests in recent years and their limited knowledge in several subjects that there have been flaws in the teaching in the past which have contributed to low attainment, particularly at the end of Year 6. Until very recently the guidance for staff on teaching has been poor and this has meant that pupils have made unsatisfactory progress. The rate of progress is improving through more focused teaching. In addition, the school has not identified pupils with special educational needs with sufficient accuracy. This aspect of the school's teaching is still unsatisfactory overall. However, staff working with pupils with statements of special educational needs make a satisfactory contribution to these pupils' progress. They know the children well and support them with reassurance and sensitivity. Teachers do not make sufficient use of individual education plans when planning work and many of the individual education plans are too general to be of use in measuring the pupils' progress and setting targets. The pupils with English as an additional language are supported satisfactorily and staff have an appropriate knowledge of their needs.
18. The teaching of English and mathematics is satisfactory overall with good lessons in most classes in Years 1 to 6. The staff have a satisfactory knowledge of the National Literacy and Numeracy Strategies and follow their guidance effectively. Lessons are planned to include a suitable balance of activities and at the start of lessons the learning objectives are shared with the pupils so that they know what is expected of them. The pace of most lessons is appropriate and in the best lessons the teachers maintain the momentum of learning by setting time limits for the completion of work. Pupils respond well to this challenge and most work hard, concentrate well and persevere. However, some teachers do not expect enough of the pupils in presenting their work well and as a result, handwriting, spelling and punctuation are not as good as they should be, particularly in Year 6. There is good teaching of the basic skills of reading and writing in the infants. There is a good emphasis on improving reading in Years 1 and 2, through teaching about the sounds that letters make and regular opportunities for the pupils to take reading books home. Homework is not used sufficiently in the juniors and the parents' view that there is insufficient homework for the oldest pupils is justified. A strength in the teaching of mathematics is the emphasis on improving the pupils' knowledge of number. There are daily opportunities to practise number skills and learn number bonds or multiplication tables. In some classes, notably Year 3, the teachers make good use of questions to get the pupils thinking about different strategies to solve problems but this is not done consistently through the school and this hampers pupils' progress in using and applying mathematics. In all classes the teachers promote the development of mathematical vocabulary. At the end of most English and mathematics lessons there is a time to review what has been learned and the teachers use these times to check on the pupils' understanding.
19. An area for improvement in the teaching is the application of literacy and numeracy skills in other subjects. Occasionally this is done well. In a lesson in Year 5 on religious education, the teacher used a challenging text about pilgrimage which the pupils analysed and then used abbreviations and notes to present their findings. The work done in mathematics about graphs and charts is rarely followed up and extended in subjects such as science. Pupils work in design and technology in the juniors shows little evidence of careful and accurate measurement. The school has improved standards in information and communication technology since the previous inspection through training teachers in the use of computers and this has worked well. However, more remains to be done to include the use of computers in lesson planning to help the pupils to refine their skills.
20. Many teachers are new to the school but they bring enthusiasm to their classrooms. The main reason why most of the lessons seen were good and yet the impact of

teaching on learning is mostly satisfactory is due to previously poor teaching. There was a lack of consistency in assessing what pupils already knew and insufficiently focused planning. These weaknesses are most apparent in art and design, design and technology, geography and music. Lack of subject guidance also impeded progress. This has now improved but the impact is still to be fully seen.

21. Teachers have satisfactory knowledge of most subjects and use an appropriate range of methods to promote learning. Throughout the school the teachers manage behaviour well and encourage the pupils through the effective use of praise and reward. The pupils respond well to the house point system and enjoy the reward of seeing their name on the achievement board in the hall. This acts as a spur to learning. Overall learning is satisfactory in the juniors and good in the infant classes. The variation between the infants and juniors is due to better use of time and support staff in Years 1 and 2 and effectiveness in teaching basic skills. Pupils work at an appropriate speed and in the infants they apply good effort, concentrating hard and focusing well on the tasks set. Occasionally, lessons are too pedestrian, the pupils lose interest and the pace of learning drops as in a physical education lesson in Year 5. Pupils in the infants and juniors respond well to the teachers, show respect and try hard to please. Their limited speaking skills hamper the contribution they make in some lessons. In a Year 4 English lesson the teacher asked well-focused questions, referring back to previous learning, and gave good clues about the meaning of words but the pupils struggled to find the answer.
22. There are variations in the quality of teaching in subjects, caused by some gaps in teachers' subject knowledge in the juniors. The teaching of most subjects is now satisfactory although there are weaknesses in art and design, music and design and technology in the juniors. The use of a specialist teacher for music is having a positive effect on raising standards and stimulating the pupils' interest in singing. The teaching of information and communication technology is satisfactory overall but it is good in the computer suite where additional support is available. Most of the science teaching seen was satisfactory or better but evidence from pupils' work shows that some of the teaching has weaknesses in that pupils of different abilities are often required to do exactly the same work. This also happens in religious education in Year 6. The teachers try several ways of making lessons interesting. Most classes have the opportunity to take part in visits to support subjects such as religious education, history and geography and this stimulus works well with pupils' remembering what they have learned. Teachers in Year 3 plan lessons very well to include pupils of all abilities and they are well aware of the needs of the more able. The work for these pupils is sufficiently challenging and because the teachers set demanding work, learning in this year group is good.

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

23. The curriculum for pupils in the infants and juniors includes all subjects and meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. The provision has improved satisfactorily since the previous inspection. Overall the school provides a satisfactory curriculum but there are unsatisfactory elements. The effectiveness of the development of pupils' skills, knowledge and understanding in science, art and design, design and technology, geography and music, in the juniors, is hampered by the way the teaching is organised within the timetable. There is too long between aspects of the subjects being taught. Pupils in the juniors are also not given sufficient opportunities to develop their investigative skills in

science and mathematics and they have only limited opportunities to apply their information, communication and technology skills to other subjects. Religious education is taught in accordance with the syllabus followed by most schools in Leeds.

24. The curriculum provided for children in the Foundation Stage i.e. the nursery and reception classes, is good and is effectively planned to enable them to attain the early learning goals in personal, social and emotional development; communication, language and literacy, mathematics, creative and physical development and knowledge and understanding of the world. The teachers provide a wide range of stimulating activities, including opportunities for the children to choose and work independently and also to benefit from working with adults. These good and well-balanced opportunities have a positive effect on developing children's learning.
25. The school has adopted the national strategies for numeracy and literacy satisfactorily. However, they have only been fully implemented recently due to the high turnover of staff and this has had an adverse impact on standards, particularly in the juniors. The basic skills necessary to enable pupils to develop their learning in language and literacy are taught well but these skills are not sufficiently developed or applied in other subjects. Similarly there are too few opportunities for pupils to use their knowledge of number when working in subjects such as design and technology, science and art and design.
26. The school has recently implemented national guidelines for subjects but, as yet, these have not had sufficient time to raise standards in science and the foundation subjects. There are satisfactory long and medium term plans for individual subjects but teachers do not always plan sufficiently to take account of the needs of pupils of differing abilities, particularly the needs of less able pupils and this is a weakness.
27. The school has an appropriate policy to promote equal opportunities and all staff are aware of the personal needs of the pupils. There is little difference between the performance of boys and girls and staff take suitable account of pupils from the variety of ethnic backgrounds in the school. There are very few pupils with English as an additional language and their needs are met satisfactorily. However, the provision for pupils with special educational needs is unsatisfactory in several aspects. The school does not identify all pupils with special educational needs and individual education plans are too often vague and lacking in sharp and measurable targets. Learning needs are often met through additional support in the classroom but the lack of focus in individual education plans hampers the impact made by the support staff working with these pupils. Conversely, pupils with statements of special educational needs have their needs met satisfactorily, as the staff working with them are skilled and experienced.
28. Although about a quarter of parents feel there is an insufficient range of extra-curricular activities, the school does offer a good range of extra-curricular activities. There is a wide variety of clubs run by the school. These include football, netball, cricket, tennis, dance, information and communication technology, chess and photography. There is also a good range of educational visits, which enrich the curriculum and aid progress. For example, Year 2 pupils have visited Filey to support their work in geography and Year 3 pupils have visited a replica Viking village to support their studies in history. Year 6 pupils have had an opportunity to participate in a weekend residential visit to Winmarleigh Hall for outdoor pursuits and to develop their information and communication technology skills.
29. The school's provision for pupils' moral, social and cultural education is good. The school makes satisfactory provision for the spiritual development of pupils. All pupils join in with prayers and hymns in whole school assemblies. The programme of

assembly themes is designed to provide a stimulus for the pupils' spiritual awareness and self-knowledge. Lessons in other areas of the curriculum stimulate the pupils' interest and create moments of excitement, such as in an art lesson when pupils gasped in surprise as a string print was revealed. The teachers value the pupils' ideas and through skilful questioning lead them to think seriously about other peoples' ideas and beliefs. The provision for pupils' moral development is good. All pupils are taught how to distinguish right from wrong and their behaviour usually reflects this. Pupils who have particular difficulties, are encouraged to set their own targets for personal development, and for some pupils, these may be related to learning to manage their own behaviour. There is a clear system of rules, rewards and sanctions prominently displayed in every classroom. There are various incentives such as the 'Good News Board', house points and recognition of special achievements in whole school assemblies.

30. The social development of the pupils is good. The pupils contribute actively to the life of the school. The very recently formed School Council is beginning to have an influence on the way the school is run. Pupils are taught to take responsibility and their help and collaboration ensure classroom and school routines are smooth. Older pupils look after younger pupils when they start at the school. They are involved in a range of roles to support the school, such as organising their own stalls during fund-raising events or supporting the fund raising for a new mini-bus for the elderly in the community. Pupils are made aware of the needs of others, both in the local and worldwide communities, and various charities receive the school's support. The cultural development of the pupils is satisfactory. The school organises visits to local museums, the theatre and a local Sikh Temple. Through studying the conventions of Indian dance the staff encourage pupils to act out a traditional Indian tale of how the animals helped each other across a river. In religious education the pupils are introduced to the richness and diversity of other cultures and start to appreciate that many religions have common themes such as fasting. Pupils are prepared appropriately for life in a culturally diverse society.
31. The provision for the pupils' personal, social, health and citizenship education (PSHCE) has improved since the previous inspection and is now good. The introduction of a learning mentor has had a good impact on the provision as has the introduction of daily discussion sessions, called "circle time". In most classes "circle times" are used well to help children explore personal and emotional concerns in a sensitive and secure context. The school makes good use of visiting speakers, including the school nurse to raise the awareness among children and their parents of healthy eating. There is a drugs' awareness programme and suitable provision is made for sex education. The school council is well supported by the learning mentor and deputy headteacher and they receive feedback from pupils across the school's year groups. The school council acts as a good forum for decision-making and understanding issues of concern for the pupils. The PSHCE programme is making a positive contribution to pupils' achievement.
32. The school makes good use of the local area and visits to places of interest. These visits enrich the curriculum and bring aspects of learning to life for the children. The links with business and commerce in the area continue to be underdeveloped since the previous inspection. However, volunteers from a local company help pupils who have difficulty with their reading.
33. The relationships with other schools are constructive and effective and have been developed well since the previous inspection. There are good links with the local secondary school and the recent appointment of a transition assistant, in conjunction

with the *Education Action Zone*, is benefiting pupils in Year 6 by ensuring a smooth transfer into secondary education. These pupils continue to receive good support when they are in Year 7. The provision of a learning mentor through the *Excellence in Cities initiative* is helping to promote attendance. There are regular meetings with subject leaders at both schools and a transfer of teaching skills when staff from the secondary school come into Upper Wortley to teach their subject bringing learning resources with them. The school is also a member of the "Family of Schools" which ensures regular liaison with other primary schools in the area.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The pupils at Upper Wortley School continue to be provided with a caring and supportive environment, since the previous inspection. The staff are very caring and know the pupils well. Child protection procedures are good. Assessment is not used consistently or well enough to plan work which meets the needs of all pupils and is unsatisfactory. Parents are pleased with the care the school offers to their children and say that their children like school.
35. There are effective systems for safeguarding children's health and safety. There are regular safety inspections by governors and the caretaker receives reports from staff on a daily basis, of any potential hazards that may be identified and appropriate action is taken. The school makes thorough provision for children's personal, social and health education and the newly appointed learning mentor is effective in identifying social problems and dealing with them. Suitable first aid arrangements are in place for dealing with accidents and illness but lunchtime supervisors are not currently among the trained and qualified first aid staff in the school. There are good arrangements for dealing with child protection issues. The school nurse helps with lessons on sex education for the older children and the local police are well used in raising awareness of the problems associated with drug abuse.
36. There are good procedures for promoting attendance and punctuality. Since the appointment of a learning mentor there are weekly meetings with the educational welfare officer in identifying those few pupils who are regularly absent from school. Registration and follow up procedures are well established. However, there are several families who take holidays during term time and this has an adverse impact on the continuity of education for these pupils.
37. Good arrangements for promoting high standards of behaviour, including measures to prevent bullying have been developed, after consultation with staff, pupils and parents. There are simple rules for pupils, rewards for good behaviour and a range of sanctions for dealing with misbehaviour. These rules are consistently applied by all staff across the school and have had a good impact on improving behaviour at the school.
38. The school's use of assessment of pupils' attainment and progress to plan work is unsatisfactory. Whilst the school has recently put in place an effective system for assessing pupils in English and mathematics the mechanism for monitoring pupils' achievement in the other subjects is underdeveloped. Consequently there is insufficient information available on pupils' ability and prior attainment to effectively guide teachers' planning of the day-to-day curriculum. Learning objectives are being identified in some lessons but these are not sufficiently specific, neither do they take into account the differing needs of pupils. The assessment of pupils with special educational needs is also unsatisfactory as the school does not clearly identify all pupils with special educational needs and their individual education plans are too vague. Pupils' progress

across the curriculum is not consistently tracked. Teachers do not grade pupils' work accurately. Teachers show concern for pupils' personal development and the school gives good support to individual pupils with problems. However, there are no formal mechanisms in place to monitor all pupils' personal development. The headteacher has begun to analyse data from national test results and to use the information to improve significant areas such as writing and reading but the impact of this is limited. Teacher assessments do not match test results and indicate lack of expertise in assessment. The school's targets do not take sufficient account of pupils' prior attainment and are too ambitious.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Parents consider Upper Wortley Primary to be a good school overall. The main criticisms relate to the school not working closely enough with parents; the amount of homework given to children and the provision of extra-curricular activity. Inspection evidence fully supports the parents' representations about homework. However, the school has a satisfactory relationship with parents and provides a good range of extra-curricular activities.
40. Parents are well informed about the school's events and curriculum matters through newsletters from different year groups and the headteacher. Consultation meetings with the class teacher about progress take place each term and around 80 per cent of parents attend. The annual reports suitably identify areas in which pupils could improve and parents comment that the reports clearly show how well their children are making progress. The governors' annual report and the prospectus contain much helpful information and meet legal requirements.
41. Parents' involvement in the work of the school is satisfactory overall. A number of parents help with the younger children in class but there is a noticeable lack of parent helpers in Years 3 to 6. The majority of parents, particularly those of children in the nursery and reception classes and Year 1, contribute to their child's learning at home by listening to them read. Parents of children with special educational needs are not, however, properly involved in identifying their needs. A good number of parents attend school assemblies for the younger children but because of the restricted space those parents of the junior pupils do not have access to similar events.
42. Parental concerns, that there is an inconsistent approach between classes regarding the setting and marking of homework, are justified. Some parents claim not to have been consulted about the recently revised homework policy and have no knowledge of its contents. Good support is given to the full programme of social and fund raising activities organised by the Friends of Upper Wortley School Association. This enables facilities to be improved. Recent examples include a digital camcorder and books for the library.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The school has been through significant change since the previous inspection with high staff turnover, the appointment of a new headteacher, in January 2001, and many new governors. Leadership and management have improved since the previous inspection but much remains to be done. The issues of low attainment, unsatisfactory progress and improvement were not tackled sufficiently until the recent appointment of the headteacher. As a result, several of the issues raised in the previous inspection report

are still to be dealt with. Nevertheless, the headteacher, supported enthusiastically by staff and governors has begun to move the school forward and address the below average standards at the end of Year 6, although there is still much to be done. Following her appointment, the headteacher's immediate concern was to improve the quality of teaching through support, guidance and monitoring. She has met with good success in this and, as a result, classroom practice is at least satisfactory and often good. However, there remain areas for development in teaching, particularly in the juniors. Leadership by the headteacher is good but several aspects of the management of the school are unsatisfactory, including the provision for pupils with special educational needs, assessment and subject leadership.

44. The majority of staff have changed in the last two years and this has had a negative impact on developing the curriculum, raising standards and ensuring consistency between year groups. However, the headteacher has provided a firm steer for school improvement and has successfully nurtured the staff into a team who are beginning to raise standards. Subject leaders have until recently had little impact on establishing consistency between classes by monitoring teaching and learning and this is unsatisfactory. Many subject leaders are new to their post this term. Although some have produced outline plans for improvement they have yet to take effect in raising standards and in ensuring the consistent development of skills, knowledge and understanding particularly in art and design, design and technology, music, and geography in the juniors. There has been insufficient monitoring of the pupils' learning and although medium term plans have improved they need a much sharper focus on identifying the needs of different groups of pupils.
45. The school has a positive ethos and there is an awareness of equality of opportunity and issues regarding educational inclusion. The changes in recent months have helped to raise teachers' expectations and there are improvements in pupils' performance but more remains to be done. The management of the provision for pupils with special educational needs is unsatisfactory. There is a satisfactory policy and the register is up-to-date but there are insufficient clear guidelines for staff. The school has a governor designated with responsibility for special educational needs and she takes appropriate interest in this aspect of the school's provision. The provision for the foundation stage is managed well and there is an effective team who work effectively to ensure consistency between nursery and reception classes.
46. The governors effectively fulfil their statutory responsibilities and take an active part in supporting the school but are in the early days of monitoring the school's progress as most of them are newly appointed. There is an appropriate structure of committees and governors have a clear view of the school's strengths and areas for development and are fully committed to raising standards and improving the quality of education. Some governors regularly visit the school and have monitored a few lessons in literacy and numeracy. The headteacher involves the governors well in decision-making and governors keep up-to-date on government and local initiatives through regular attendance on training courses.
47. The headteacher has begun to track the performance of pupils through analysing test results. This data is shared with the senior management team and the information has been used to pinpoint areas for improvement in English and mathematics. Nevertheless, the school's targets are unrealistically high and the current Year 6 pupils are unlikely to attain them. Some of the initiatives coming out of the school's evaluation of its performance are beginning to work well such as the development of reading in the infant classes but more remains to be done to extend pupils' speaking skills and their competence in using and applying knowledge to solving problems. The governors set

suitable targets for the headteacher and the teachers and track their performance in relation to the pupils' achievements.

48. The school has a detailed and suitable improvement plan although some areas need to receive higher priority such as raising attainment in science. The governors regularly discuss the progress the school is making in working towards its targets. The plan includes appropriate costs and timescales for completion. There are appropriate measures in place to assess how well the targets are met.
49. The school has good systems to control finance and has turned a deficit budget into a suitable surplus. There are good financial controls and administrative staff contribute to effective ordering of supplies and services. The governors link finance to the school's plans and take satisfactory steps to ensure that best value is obtained for supplies and services. However, the school has yet to consider best value regarding the organization and development of the curriculum. A success has been the way in which the school day has been organised to create slightly shorter periods for lessons and to reduce congestion at lunchtime. The school is involved in an *Education Action Zone* and makes good use of the funds and resources available. The transition assistant, who works with Year 6 and Year 7 in the secondary school, is having a positive impact on ensuring continuity between the two phases. The school also receives funding from *Excellence in Cities* and uses the money wisely to promote good attendance and behaviour through the work of the learning mentor. Other funds and grants are used for their correct purpose.
50. Many of the staff are new to the school and the profession but they have suitable training and expertise to raise standards. Support staff also make a suitable contribution to pupils' progress. Those working with pupils with statements of special educational needs have good skills. The efficient secretarial staff free time for the headteacher and staff to concentrate on their teaching. There is an appropriate programme of training which has helped to improve teaching. This has been successful in information and communication technology and resulted in improved standards in this subject. However, many of the staff have had limited experience in leading subjects, although the school has identified this as a training priority. The process of supporting new staff and newly qualified teachers works well. The school is used as a placement for teaching students and the staff offer suitable support to them.
51. The accommodation is very poor and has had a detrimental impact on standards, progress, the development of the curriculum and staff morale. The buildings are in poor condition and play areas are unsuitable. The outdoor play area for the foundation stage is also very poor. However, the school is to move into a new building in September 2002 and construction is under way. The staff try to compensate for the dingy and dirty building by using the pupils' work to create a welcoming and attractive environment. The school's resources are adequate and satisfactory with the exception of the library which is poor, and unsatisfactory resources for religious education and music. The library is not used sufficiently to encourage pupils to research and the limited range of books is a weakness. The school has recently improved reading books and this is beginning to have a positive impact on standards in reading in the infants. There are sufficient computers although many are rather old. The school makes good use of visits, visitors and loans from the local authority to enhance the curriculum.
52. In view of:
 - The pupils' below average attainment on admission:
 - The average costs of educating the pupils:
 - Below average standards in English, mathematics and science by the end of the juniors:

- Improved teaching and curricular provision:
 - Effective leadership by the headteacher:
- The school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has improved in recent months but much is still to be done to accelerate the progress of pupils. In order to maintain this improvement and improve standards, the headteacher, staff and governors should:

1) *raise standards in the juniors:

in English by:

- providing more opportunities for pupils to improve their speaking skills:
 - increasing the use of literacy skills across the curriculum:
- (Paragraphs 1, 2, 5, 7, 16, 19, 21, 25, 47, 53, 62, 64, 66, 86, 87, 104, 109, 130)*

in mathematics by:

- extending pupils' mathematical vocabulary:
 - providing more opportunities for the pupils to use their number skills to solve problems:
 - using mathematics more effectively in other subjects:
 - matching work more carefully to the ability of the older pupils:
- (Paragraphs 4, 6, 7, 18, 19, 23, 71 – 82)*

in science by:

- improving subject leadership:
 - providing training for teachers to improve subject knowledge:
 - improving planning:
 - developing opportunities for pupils to investigate and design their own experiments.
- (Paragraphs 6, 7, 13, 19, 22, 23, 48, 83 – 90)*

2) accelerate the rate of pupils' progress in geography, design and technology, art and design and music by ensuring the consistent development of skills, knowledge and understanding between classes:

(Paragraphs 44, 89 – 92, 93 – 97, 98 – 103, 114 – 119)

3) *improve the provision for pupils with special educational needs by:

- developing more effective procedures to identify the pupils' needs:
- improving the quality of individual education plans:
- providing staff training.

(Paragraphs 9, 15, 17, 27, 38, 41, 44, 45, 61, 74, 78, 84)

4) *Improve the way the school assesses pupils and uses the information to plan work, making more effective use of marking and target setting.

(Paragraphs 3, 7, 15, 20, 34, 38, 42, 44, 48, 72, 77, 82, 99, 100, 105, 110, 121, 127, 130)

- 5) ***Improve the effectiveness of subject leaders and the work of the co-ordinators for special educational needs and assessment in developing, monitoring and supporting colleagues.**

(Paragraphs 7, 44, 82, 88, 90, 91, 99, 105, 110, 120, 121, 127)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

*Improve attendance. *(Paragraphs 2, 14)*

*Improve resources for music and religious education. *(Paragraphs 51, 118, 121, 127)*

Improve the library. *(Paragraphs 51, 66)*

*Improve the outdoor play area for the foundation stage *(Paragraph 51)*

Improve the use of homework. *(Paragraphs 15, 18, 39, 42, 69)*

***The school has already identified these issues in its improvement plan.**

The accommodation has a detrimental impact on continuity and consistency in learning as well as communication between staff. However, a replacement school is in the course of construction.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	77
Number of discussions with staff, governors, other adults and pupils	50

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	12	45	20	0	0	0
Percentage	0	16	58	26	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 more than one percentage point.

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)	31	392
Number of full-time pupils known to be eligible for free school meals	N/A	62

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	47

English as an additional language

	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	5.3

Unauthorised absence

	%
School data	0.5

National comparative data	5.2
---------------------------	-----

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	23	31	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	18	20
	Girls	30	28	30
	Total	47	46	50
Percentage of pupils at NC level 2 or above	School	87 (86)	85 (90)	93 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	21	18
	Girls	29	30	26
	Total	46	51	44
Percentage of pupils at NC level 2 or above	School	85 (86)	94 (90)	81 (86)
	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	34	28	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	23	27
	Girls	21	18	23
	Total	41	41	50
Percentage of pupils at NC level 4 or above	School	66 (71)	66 (79)	81 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	14	15
	Girls	18	18	18
	Total	28	32	33
Percentage of pupils at NC level 4 or above	School	45 (50)	52 (63)	53 (66)
	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	0
Black – African heritage	3
Black – other	1
Indian	2
Pakistani	2
Bangladeshi	0
Chinese	1
White	338
Any other minority ethnic group	5

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)	17
Number of pupils per qualified teacher	23
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	320

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	2
Total aggregate hours worked per week	50
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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	1	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	2000/2001
	£
Total income	851,745
Total expenditure	823,084
Expenditure per pupil	1845.48
Balance brought forward from previous year	12,180
Balance carried forward to next year	40,841

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	415
Number of questionnaires returned	84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	32	1	0	0
My child is making good progress in school.	60	33	6	1	0
Behaviour in the school is good.	27	52	8	1	11
My child gets the right amount of work to do at home.	18	48	21	5	8
The teaching is good.	48	45	6	0	1
I am kept well informed about how my child is getting on.	43	46	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	65	27	6	1	0
The school expects my child to work hard and achieve his or her best.	48	46	5	0	1
The school works closely with parents.	30	48	20	0	2
The school is well led and managed.	29	52	11	1	7
The school is helping my child become mature and responsible.	45	49	4	0	2
The school provides an interesting range of activities outside lessons.	24	37	23	4	13

Other issues raised by parents

A few parents were concerned that there was insufficient challenge for the more able. Others commented that the needs of pupils with special educational needs are not fully met. Most parents at the meeting expressed very positive views about the school.

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

53. Children enter the nursery class in the term after their third birthday and they transfer to one of two reception classes during the academic year in which they are five. At the time of the inspection, there were 87 children in the Foundation Stage. The attainment of children on entry to school is below average overall and their speaking skills are well below average. The consistently good and sometimes very good teaching throughout the Foundation Stage leads to children, including those with special educational needs and whose first language is not English, making good progress. By the time they enter Year 1 most children achieve the Early Learning Goals in personal, social and emotional development, mathematics, knowledge and understanding of the world, creative and physical development. They also achieve the Early Learning Goals for most aspects of communication, language and literacy. Although they make good progress with developing their language skills, a significant proportion of children enter Year 1 with below average speaking skills. The Foundation Stage assistants provide good support, which makes a positive contribution to the children's learning. The Foundation Stage is very well led. The work is carefully planned to match the nationally recommend Stepping Stones to learning and regular assessments of children's learning are undertaken so that staff have a clear idea of where children are at in each of the areas of learning and work is matched to their abilities accordingly. All the staff work well together as a team. Standards are broadly similar to those reported at the time of the last inspection.

Personal, social and emotional development

54. The personal, social and emotional development of children is given a high priority by staff in the Foundation Stage and the children make very good progress in this aspect of their development and attain the early learning goals by the end of the reception year. The teaching is very good. The nursery and reception classes are well organised so that children can select equipment easily and readily, which enables them to make independent choices about what they need. Staff encourage children to take responsibility for tasks such as tidying up after activities and the children respond appropriately to this. Children's confidence and self-respect are developing well and staff help children to develop a clear sense of what is right and what is wrong. The children's behaviour is very good and they play and work well together. They learn how to take turns when sharing resources and they handle books and equipment with care and respect. They show interest and generally concentrate well when working in a group with an adult or when working at a task independently. Children are able to show a range of feelings. For example, children in the nursery showed wonder and joy when introduced to an interactive display on 'Light'. They participate in Christian festivals such as Harvest Festival and learn about those of other religions such as the Jewish Festival of Shukkat. Appropriate opportunities are provided for them to learn how to treat living things with care and respect. Relationships between the staff and the children are good and the children respond well to the high standards set for them.

Communication, language and literacy

53. Many children have poor speaking skills on entry to the nursery. The teachers provide a good range of opportunities for children to develop their speaking and listening skills. Children are encouraged to use the correct language and to extend their vocabulary. For example, in a reception class children were learning the names of a variety of fruits

and sorted them by describing their similarities and differences, using words such as 'spiky', 'smooth' and 'soft'. In both the nursery and the reception classes, children are given good opportunities to develop their communication skills through participating in role-play. During the time of the inspection, children in the nursery were pretending to be 'mummy' 'daddy' and 'baby' in the home corner. In a reception class, children were pretending to be "customers" or "waiters" in the 'snack shop'. Throughout the Foundation Stage children enjoy stories that are read enthusiastically and expressively by the staff. In the nursery, they learn that words and pictures carry meaning. They handle books correctly holding them the right way up and starting at the beginning turn over the pages in order. In the reception classes, children are beginning to recognise some familiar words and more able children can read a simple book using a number of reading strategies, such as phonic and picture clues to help them read unfamiliar words. Good opportunities are provided for children to begin to develop their writing skills. Children learn to form letters correctly and to learn the sounds that letters make. More able children in the reception classes know most letter sounds. Writing tables are appropriately provided in the nursery and the reception classes where children go to 'write' letters. Currently children are busy 'writing' letters to Santa. In the reception class the youngest children learn to recognise their own name and some older children make reasonable attempts at writing their name.

54. In the reception classes, many children can write their name with appropriate use of upper and lower case letters. Children are taught a wide range of songs and rhymes and this helps them to associate sounds with patterns in rhymes and letters in words. The teaching of language and literacy skills in the Foundation Stage is good which results in good learning taking place. Teachers, in the reception class mark children's recorded work very well. It is annotated to show how much help needs to be given and comments indicate the standard that has been achieved. This is a valuable tool to outline the next steps for learning so that work can be planned at an appropriate level for each child. Overall, most children will attain the Early Learning Goals for reading and writing and some more able children will go beyond this. However, although children listen attentively, a significant proportion are likely to have below average speaking skills on entry to Year 1. Children with English as an additional language are given appropriate support. The teaching and learning of communication, language and literacy are good.

Mathematical development

55. The quality of teaching for children's mathematical development is good and most children are likely to attain the Early Learning Goals in this area by the end of their reception year and some pupils will exceed them. Children of all abilities make good progress. Throughout the Foundation Stage teachers appropriately place a strong emphasis on the teaching of number skills through a range of practical activities and games. Through these activities children begin to develop an early understanding of terms like 'more' and 'less' and to tackle simple problem solving activities. For example, in the nursery children were developing their number and counting skills by opening the boxes on an advent calendar and counting how many days there were left until Christmas. In a reception class children were working out how many cups would be needed if 7 people came for coffee and how many sugar lumps would be needed if they had two lumps in each cup etc. Many children can count accurately to ten and some children can count well beyond this. More able children in the reception classes are able to write and record numbers to ten. Through sand and water play activities, children are developing an early understanding of capacity and to use and understand terms such as 'full', 'empty' and 'overflowing'. Regular opportunities are provided for children to sort, match and order objects and to recreate simple patterns. Younger

children recognise and know the names of simple two-dimensional shapes such as circle, triangle and square and older, more able children know some of the properties of three-dimensional shapes such as cylinder, cube and pyramid.

Knowledge and understanding of the world

56. In the nursery and the reception classes, the quality of teaching to develop children's knowledge and understanding of the world is good, and children learn well through the good variety of experiences provided for them. Progress is good. Topics and themes are well planned and children's experience is sometimes broadened by visits, such as to 'Tropical World'. Most children achieve the Early Learning Goals for this area by the time they enter Year 1. Children are given good opportunities to explore and investigate. In the nursery, during the inspection, children were investigating sources of light. A very good interactive display stimulated their interest and one child discovered that a beam of light from the torch was larger the further away it was from its source. He said 'It looks big on the ceiling and little on the table'. In a reception class children were investigating and exploring a variety of fruit. They found out what the fruit looked, felt and smelled like and grouped them accordingly. The teachers provide a very good range of construction kits, tools and materials and teach children appropriate techniques to enable them to develop their designing and making skills. Children are given regular opportunities to develop their understanding of information and communication technology. Their computer skills, such as controlling the mouse, are developing well and children competently use listening centres to listen to stories. Children are appropriately encouraged to think about past and present events in their lives. Currently, children in the nursery are thinking about and discussing the sorts of things they do at Christmas and they learn the story of the Nativity. They explore the features of living things. In the nursery the children have planted bulbs and are observing how they grow and in the reception classes they have examined and explored the features of a hedgehog. Children begin to develop a satisfactory understanding of their own culture and beliefs and have some opportunities to learn about those of other people. However, music and art from other cultures is insufficiently used as means of broadening their knowledge and understanding of cultures other than their own. Overall, children are given good opportunities to develop their knowledge and understanding of the world through first hand experiences and effective use is made of questioning to encourage children to think about how things work and why they happen.

Physical development

57. Most children will attain the expected levels for physical development by the time they start Year 1 because the teaching is good. The children make good progress. In the nursery, the children have daily opportunities to play outside. They move confidently and imaginatively pretending to be reindeer and Santa in his sledge. They manoeuvre tricycles with good control and without bumping into each other and they balance across planks whilst devising a slide for a dinosaur. The children in the reception classes also get regular opportunities for outside play and for using a range of small equipment to develop skills such as throwing and catching. They participate in physical education lessons in the hall. These lessons are well planned by the teachers who ensure children are appropriately aware of the need for 'warming up' and cooling down' periods. Children receive plenty of encouragement from the teachers, which results in all of them being keen to participate. Instructions are clear and children follow them enthusiastically. They are able to 'find a space' and to move confidently in a variety of ways. There is an appropriate selection of large apparatus and children's balancing and climbing skills are developing well. Teachers provide good opportunities for children to

develop their manipulative skills and children use scissors, pencils, crayons and paintbrushes and small construction equipment with increasing precision and control.

Creative development

58. Throughout the Foundation Stage children are given good opportunities to use a variety of equipment and materials to develop their creative skills and attain the expected goals by the time they enter Year 1. The teaching of this area of learning is good and the children make good progress. The children enjoy drawing and painting and make satisfactory attempts at drawing pictures of things they see. In the nursery children confidently select collage materials in order to make a shiny Christmas card and other children mix different colours of paint and are fascinated by the variety of effects they produce when applied to paper. In the reception classes, children have opportunities to examine the work of famous artists such as Giuseppe Archimboldo and attempt to make their own fruit and vegetable faces in his style. They also explore new techniques such as mixing two colours together when using pastels by smudging whilst undertaking an observational drawing of a poinsettia plant. However, some children have difficulties in finding the right words to discuss their work effectively. Children have frequent opportunities to sing and they know a number of songs. They are currently learning songs for Christmas and the high expectations of the teacher result in children in the reception classes singing confidently and enthusiastically and well in tune for their age. There are many good opportunities provided for children to participate in imaginative play. For example, in the nursery they enjoy role-play in the home corner and Santa's grotto. In the reception classes, children participate well in role-play in the snack shop and café.

ENGLISH

59. The results of the national tests for 2001 show that by the time they leave the school at the end of Year 6, pupils' attainment in English is below the national average. It is also below average when compared to similar schools. The tests in 2001 for pupils at the end of the infants show that pupils' attainment is average in reading and writing, both nationally, and when compared to similar schools. Although there have been fluctuations in results from year to year, the percentage of pupils attaining average levels has increased since the previous inspection and these results are part of a rising trend of improvement particularly in the infants. Pupils' progress has been uneven and unsatisfactory in the past and only recently staff changes and improvements in teaching have begun to accelerate the rate of progress. Overall progress in the infants is more consistent than the juniors due to better teaching. Pupils with statements of special educational need make satisfactory progress but others on the register for special educational needs make unsatisfactory progress as their individual education plans are lacking in focus. Pupils with English as an additional language make satisfactory progress.
60. Inspection findings indicate that the current Year 6, the pupils' standards are below average. Their attainment when they were in Year 2 was below average. In the past, frequent changes of staff and weak teaching have affected their progress. But their rate of progress has recently increased because of improvements to the way in which the National Literacy Strategy is now being taught, following a period of inconsistency in approach.
61. Inspection findings show that at the end of Year 2 pupils' attainment is average and these pupils have made good progress since they entered the school. This is because

teaching in the infants has been good and recently the school has introduced many improvements to the teaching of reading and writing which have begun to impact on standards in Years 1 and 2.

62. Pupils at the end of Year 2 attain the expected standard in listening, but do not attain the expected standard in speaking. By the age of seven, most of the pupils pay close attention to instructions and listen carefully when texts are read to them. They take part in group and class discussions in which they listen and respond to the ideas of other pupils. Although the pupils are eager to contribute to discussion work, they are often hampered by the lack of an adequate vocabulary with which to express themselves. By the end of Year 6, the pupils' listening skills are well developed but most still do not attain the expected standard in speaking. Nearly all of the pupils listen carefully to instructions and to the contributions of other pupils. This is particularly the case in literacy lessons, where pupils listen to and discuss a wide range of texts. The pupils make steady progress in speaking skills by, for example, engaging in debates such as 'Should we give to Charities' and often discussing their ideas in small groups in order to refine and clarify them before writing them down.
63. Almost all pupils in Years 1 and 2 make good progress in their reading and by the end of the infants standards are average. This is because the school has made the teaching of reading a very high priority and has recently increased the range and interest level of reading books considerably. There is close monitoring of reading progress and parents are now more involved in supporting their children's reading at home. Teaching and support from classroom learning assistants is well planned and effective. There is great emphasis on ensuring that all pupils have a clear understanding of the way in which letters, and groups of letters, represent sounds. Pupils now read an appropriate range of texts that includes information books as well as stories and poems. They understand that authors of stories use plot, characters and description to hold the reader's attention. They make predictions about the outcome of the stories they read based on what they know about the characters and settings in them. However very few pupils reach the higher Level 3 in reading because of their limited vocabulary and understanding. Although the number of pupils who read regularly to their parents at home has increased, there are still many pupils who do not regularly take home their reading book and this hampers their progress.
64. By the end of Year 6 attainment in reading is below the national average. More able and average pupils have made satisfactory progress in their reading, although this has been inconsistent until recently due to a limited range of materials and inconsistent teaching. More able pupils, for example, sometimes bring in their own books to read and are able to discuss their preferences for particular authors, such as JK Rowling and Roald Dahl. However, for below average pupils, progress in reading is not satisfactory. Although teachers listen to pupils read during the literacy hour, there are too few opportunities for pupils to read regularly to an adult. Also few of these pupils regularly take home their reading books. Pupils who receive support from classroom assistants make satisfactory and sometimes good progress, but few of them receive this support. The school has recently introduced many improvements to the teaching of reading including a much greater range of appropriate group reading books. Reading is now taught very systematically and there is a great emphasis particularly for younger pupils on understanding how letters and groups of letters make sounds. This was clearly seen in a Year 3 lesson when good teaching and the use of a flip chart enabled all pupils to develop a clear understanding and give examples of words that contained the letter strings 'ite' and 'ight.' These improvements are beginning to have an impact on raising standards of reading. The majority of pupils have unsatisfactory reference skills and although they can find words in a dictionary, most have difficulty locating books on

specific subjects. The school has too few non-fiction books and the library provision is unsatisfactory.

65. By the end of Year 2 pupils attain average standards in writing and these are rising because of all of the initiatives the school has recently introduced to improve the teaching of writing. The majority of pupils make good progress in their writing. Younger pupils form most letters correctly and the most able pupils spell some common words accurately. By the end of Year 2 most of the pupils are able to write familiar words correctly and some can compose a sequence of sentences in longer pieces of work. The most able pupils are able to write pieces of narrative with interesting vocabulary and make appropriate use of character, setting, narrative and dialogue. The pupils use full stops and capital letters in their independent writing. Their spelling and use of standard grammar is well below the standard expected of pupils aged seven. Most write legibly although few use a joined and legible script.

66. The standards in writing attained by pupils at the end of Year 6 are below average. Most pupils now make satisfactory progress but progress has been unsatisfactory until recently. Many of the lower attaining pupils, who do not receive extra support in class, make unsatisfactory progress. However, the evidence from lessons, and from an analysis of pupils' work, indicates that standards are beginning to rise. This is because of good teaching and many very recent improvements to the way writing is taught across the school. There is now an increased emphasis on using a wider range of writing. This is beginning to be linked to other areas of the curriculum such as history when pupils write brief biographies of Harriet Tubman and art when Year 3 pupils write about their impressions of The Yorkshire Sculpture Park. Most of the pupils attempt a wide range of types of writing that include stories, poems, letters, biographies, play-scripts and diaries. A good example of this is illustrated in work describing the pupils' personal perspectives on their trip to Winmarleigh Hall. Because of their first hand experience of watching 'A Midsummer Night's Dream,' the pupils' attempts at writing play scripts are reasonably successful. However, few pupils manage to write well without significant help from their teachers. The pupils have an adequate understanding of some aspects of grammar. For example they know how to use verbs and adjectives and many successfully use speech marks and other forms of punctuation. But most pupils are limited in their use of a wide range of effective vocabulary and in using complex sentence structure. In Year 6, spelling, handwriting and general presentation are below average. This is a direct result of the weak teaching they received previously. Pupils make appropriate use of information and communication technology to support their work in English.

67. The quality of teaching seen during the inspection was generally good throughout the school and is beginning to compensate for inconsistent teaching in the recent past in the juniors. Teaching is now having a good impact on learning with the effective use of methods suggested in the National Literacy Strategy the teachers have grown in confidence and are using a good range of materials to promote pupils' interest. Pupils generally work hard and maintain concentration well. The teachers encourage them to persevere with their work through helpful words of encouragement. During the inspection, there were no lessons in which the teaching was unsatisfactory. Over time there has been too much inconsistency in the teaching, particularly in the juniors and this has led to insufficient progress. This situation has now been remedied through better planning, more support for teachers and improved resources. However, the recent improvements in teaching have not had sufficient time to compensate for the deficiencies in pupils' knowledge although standards are now beginning to rise. The teaching now has a number of strengths. The teachers plan literacy lessons well, particularly in the infants. All teachers make good use of learning resources, use

explanation and discussion effectively and establish good relationships with the pupils. Management of pupils is consistently good. However, the scrutiny of pupils' work shows that there are still a number of areas for improvement. Standards of presentation of work by many pupils particularly in Year 6 are unsatisfactory. Spelling in older pupils' work is frequently very careless and standards of spelling in the juniors are generally below average. Handwriting particularly in Year 6 is poor. Many pupils have poor letter formation; write with inconsistencies in the size of letters as well as being unable to use cursive script. Assessment of pupils' ability is not always accurate and the school's targets are unrealistic. Although pupils have individual targets these are very generalised, and for lower attaining pupils particularly, insufficiently detailed. Many of the improvements to the curriculum have been very recently introduced and have not yet taken full effect. Homework is not used consistently across the school to develop literacy skills.

68. The recently appointed English subject leader has a very good understanding of the strengths and weaknesses of how English is taught across the school. She has worked very hard to introduce many initiatives such as developing consistency in assessment, extra teaching to Year 6 pupils and increasing staff expertise with a wide range of appropriate training. She has created a portfolio for each year group so that all teachers have clear guidance on levels and types of writing. The subject leader has identified and introduced a range of reading material to improve the reading curriculum. Strategies such as additional literacy support and booster classes are beginning to have a beneficial impact on standards. Volunteers from a local company now help support pupils who have difficulty with their reading. Training from experts has helped teachers assess writing and given them a greater understanding of the teaching of early literacy. This is beginning to raise teachers' expectations. There is now much more rigour in the teaching of writing and teachers clearly demonstrate a sufficiently broad range of writing techniques to improve pupils' competence. However many of these improvements are too recent to have raised standards for older pupils.

MATHEMATICS

69. In the 2001 national tests at the end of Year 2, results were in line with the national average but below average when compared with those of similar schools. Inspection evidence indicates that standards are average. This improvement on the previous year's results is due to better teaching, more effective planning and the use of the National Numeracy Strategy. Most pupils make satisfactory progress. Since the previous inspection standards at the end of Year 2 have fluctuated. This is due to the wide range of ability of pupils when they enter the school, and the inconsistent level of teaching in the past. Standards however, have risen broadly in line with the national trend.
70. Results in the 2001 national tests, at the end of Year 6, were below the national average and below average when compared with similar schools. This represents a fall in standards since the previous inspection. At the time of the last inspection, standards, for pupils at the end of Year 6 were reported to be in line with national expectations. Since then standards have fluctuated, but the percentage of pupils attaining average standards has risen broadly in line with the national trend. However, inspection evidence shows that standards are below average. This is due to lack of sufficiently challenging and consistent teaching for that year group over a number of years. In addition, weaknesses in assessments resulted in activities that were not sufficiently matched to pupils' ability. There have been recent improvements and changes of staff which have begun to impact positively on attainment. Teaching is now more consistent

and planning is linked well to the National Numeracy Strategy. Nonetheless, for too long, pupils in the juniors made unsatisfactory progress and the effect of recent changes is yet to have sufficient impact on standards. Inspection evidence indicates that progress is now satisfactory overall for all groups of pupils including those with special educational needs and English as an additional language.

71. Inspection evidence shows that pupils' work in number is the strongest aspect of their performance but that the pupils have weak skills in solving problems, using mathematical vocabulary and applying number skills to investigations due to their limited language skills. Pupils have limited opportunities to develop their mathematical thinking and skills in other subjects, such as science, geography and design and technology. Until recently, the school has made little use of information and communication technology to develop pupils' mathematical learning. This situation has improved and pupils are now beginning to produce different types of graphs after inputting information. This allows pupils to better analyse their findings
72. There is no discernible difference between the attainment of boys and girls. The school has recently begun to closely screen the relative results of boys and girls to ensure that its approach is fully inclusive and equally stimulating for both groups. Pupils who are identified as having special educational needs make satisfactory progress because of the good quality support from support staff. However, considering the low level of attainment of a substantial proportion of pupils, the needs of some pupils, who have low levels of attainment in mathematics, have not been recognised sufficiently. Activities are planned for less able pupils, but currently these are not closely matched to pupils' knowledge and understanding. As a result these pupils make unsatisfactory progress.
73. In Years 1 and 2 the pupils have made satisfactory progress over time, and in some lessons seen, pupils made good progress, because activities were more closely matched to pupils' abilities. Teachers use questions and answers effectively to check learning, and a brisk pace is maintained throughout, to ensure all pupils maintain their interest. In Year 1, pupils know how to solve simple problems and are beginning to recognise key words that represent time, such as 'yesterday' and 'tomorrow'. Pupils enjoy these activities, although some become distracted when activities last too long. This is because their listening skills are not well developed and many pupils have difficulties explaining their answers to the class. Most pupils are however, secure in their knowledge and understanding of addition to 10, with more able pupils confidently adding on in groups of 10.
74. By the end of Year 2, pupils have a satisfactory knowledge of number and know which pairs of numbers add together to make ten and can double some low numbers. They enjoy mathematical games using large dice for example, and are beginning to use their understanding of numbers to estimate the length of lines, measuring and recording quite accurately using centimetres. A small number of pupils recognise and handle larger numbers and use more precise units of measure confidently. Attainment in aspects of mathematics other than number is slightly below average. Pupils do not always have the ability to use and apply the mathematics they have learnt, for example by selecting the correct mathematical operation to use to solve problems because of their limited understanding of mathematical ideas and vocabulary. Pupils recognise and name common two-dimensional shapes but find it difficult to describe their properties. Teachers have identified this as an area of weakness and have recently provided more focussed opportunities in this aspect of the subject. This is having a positive effect on standards.

75. Pupils in the junior classes now make satisfactory progress overall although progress in the past has been unsatisfactory due to weaknesses in teaching, the curriculum and assessment. In spite of recent improvements in these aspects standards at the end of Year 6 remain below average. Attainment in number is broadly in line with expectations. Pupils are becoming increasingly confident in the use of these skills in the practice times at the start of lessons. More able and average attaining pupils, have an appropriate understanding of place value, and use it to multiply and divide by 100. Some competently undertake processes such as long multiplication, or changing fractions into decimals or percentages. Less able pupils however, are also expected to complete similar work. Often, this is too difficult for pupils who struggle to complete work, which is often unfinished. Teachers' marking does not always support these pupils sufficiently. As a result this group of pupils makes unsatisfactory progress.
76. When solving problems, many pupils find it difficult to know which operation to use. This is at least partly due to an under-emphasis on investigational and problem solving work, both in mathematical lessons and in other subjects. As a result, pupils have limited opportunities to practice their decision-making skills. Most pupils understand lines of symmetry and some describe the criteria to identify two-dimensional and three-dimensional shapes appropriately. More able pupils calculate the perimeters of shapes accurately, and are beginning to calculate the angles of triangles. The numeracy strategy is not sufficiently adapted to meet the needs of all pupils. This is especially evident in Years 5 and 6. In these classes there is a wide range of ability in each year group. In Year 6, pupils are set by ability but even within these sets the work is not matched accurately enough and this is a weakness. More able pupils, for example, coped satisfactorily with an activity to find the angles of triangles. Most of these pupils successfully used protractors to measure angles and could describe the varied strategies used to find the missing angle, using the four operations of number. They recognised, and described the properties of different triangles, and all were working at average or above average levels. Less able pupils, despite being placed in a separate group, were also expected to do the same work. The teacher and dedicated special educational needs assistants worked hard to explain this activity to pupils. They used practical support well, and took time to support individual pupils who were experiencing difficulties. Despite this good quality support, pupils clearly struggled. Many could not use the protractors and, because their knowledge and confidence in using the operations of addition and subtraction up to 180 were below average they found the task frustrating at times.
77. Overall, evidence of pupils' work in books, indicates that teaching is now satisfactory, although teaching in the past has had many shortcomings including unsatisfactory planning for the needs of all pupils, insufficient challenge and lack of focus on building on what has already been taught. This resulted in unsatisfactory progress for the junior pupils. However, the situation has improved and teaching in lessons seen during the inspection, was often good, and sometimes very good, especially in Year 2. There was no unsatisfactory teaching. Generally, class management skills have improved from those found at the last inspection. Teachers now consistently have good expectations of behaviour and have developed clear classroom routines to ensure that little time is wasted during lessons. Teachers follow the National Numeracy Strategy closely, but the significant turnover of staff has adversely impacted on ensuring the consistency of applying mathematics across the curriculum. In addition, teachers' plans are not always sufficiently adapted to meet the varying needs of pupils.
78. The consistently good feature of teaching seen was the good quality and brisk pace at the start of lessons. Pupils of all abilities enjoy this time, and respond well to the varying challenges used. Through this approach, pupils develop their confidence in using their

skills quickly to answer questions. Teachers ensure that all pupils are involved, through carefully adapted questions, so that all pupils achieve success. In the main part of the lessons, teachers' explanations are generally clear and skills appropriately demonstrated. Sometimes however, the pace in this part slows, and pupils find it difficult to maintain concentration. For example, in a Year 5 group, pupils' limited understanding of key mathematical terms, such as product, sum, etc, resulted in ponderous responses to teachers' questions about using multiplication. As a result, other pupils got restless, which led to the teacher having to manage the class rather than teach. This limited understanding of mathematical terms is a direct result of the lack of consistency in teaching in previous years.

79. In the best lessons, teachers use questions well, not just to obtain an answer, but also to check that the process being taught is understood by pupils. This was seen to very good effect in Years 2 and 3. Teachers throughout the lessons continually set new challenges, monitored pupils' responses, and adapted questions very effectively. This ensured that learning moved forward very effectively. Despite these many good features there remain some inconsistencies between year groups. In some classes the summary part of the lesson is the weakest element of teaching where time is not used sufficiently well to extend pupils' learning.
80. The management of the subject is clearly now focussed on raising standards. Since the appointment of the new headteacher, the subject leader has a clear structure to her work and has made a positive start. Monitoring of teaching has identified weaknesses that are confirmed in this inspection. Assessment procedures, trialled recently, in some classes, have been successful in identifying strengths and weaknesses in standards. However, marking is not always linked to assessment and there is insufficient guidance for pupils on how to improve. Very rarely do teachers link marking to pupils' targets, or indicate what the next stage in learning should be. The subject action plan is relevant and the subject leader and staff are committed to raising standards. Nevertheless, the school has set very optimistic targets this year that are unlikely to be achieved.

SCIENCE

81. Inspection evidence shows that standards at the end of Year 2 are broadly in line with those expected nationally and the great majority of pupils, including those with special educational needs, make satisfactory progress in relation to their prior levels of attainment. This is a similar picture to that existing at the time of the last inspection and slightly better than the teachers' assessments of pupils in 2001 which showed that standards were below average. The improvement in standards is a reflection of the recent improvements in teaching and curriculum provision. The proportion of pupils reaching higher levels than those expected is still below that found nationally.
82. By the end of Year 6, inspection evidence shows that standards in science are below the national average. This is a similar picture to the results of the 2001 national tests, which show standards to be below those found nationally and below those of similar schools. Since the time of the last inspection, progress has been uneven but there has been some improvement in the proportion of pupils reaching the expected levels. The proportion of pupils exceeding the expected levels remains low. Pupils make satisfactory progress in acquiring scientific knowledge and understanding, but progress in the development of science enquiry skills is unsatisfactory due to insufficient opportunities to investigate and experiment and teachers' insecure subject knowledge. The progress of pupils with special educational needs is unsatisfactory due to the inappropriate match of work to the pupils' prior levels of learning.

83. By the end of Year 2 most pupils have appropriate knowledge of the names of parts of the body, they correctly sequence life cycles and classify things as living or non-living. They know about the structure of plants and, from direct observation of sunflower seeds, they know what plants need to grow. They make satisfactory progress in developing their ideas about how the world around them works. The great majority know that pushes and pulls make objects, such as playground equipment, move and that sounds are vibrations. They name different sources of light and suggest why these are seen better at night. In their explorations of different materials, most pupils satisfactorily classify materials according to different properties and know that some materials are attracted to magnets while others are not. In some good lessons, seen during the inspection, about how water changes when heated or frozen the majority of pupils could explain the conditions needed for ice to melt and water to freeze. The more able pupils understand that water changes to steam when water boils and that it can be changed back to water on contact with a cold surface. Most pupils know that scientific investigation must be fair and they plan a fair test with help. They satisfactorily record their observations in drawings and charts and the most able pupils construct simple block graphs to show what they found out. However, most pupils find difficulty in interpreting data.
84. In Years 3 to 6, the great majority of pupils now make satisfactory gains in their scientific knowledge but due to lack of continuity in the teaching and poor planning they have made unsatisfactory progress over time. Scrutiny of pupils' work shows weaknesses in communicating their scientific knowledge in written form and pupils' use of scientific vocabulary is poor. As a result, literacy skills are not used sufficiently to support the development of the pupils' scientific skills.
85. By the end of Year 6, most pupils have satisfactory scientific knowledge of how the human body works. They know about some of the effects of exercise on pulse rate, the function of the human eye and how to keep healthy. Pupils know how to construct a simple electrical circuit and the more able pupils know how to light more than one bulb using parallel circuits. Most pupils know how to represent the components of different circuits in drawings and the more able pupils use conventional symbols to represent a circuit with reasonable accuracy. Almost all pupils know that a component will not work if there is a break in the circuit but only a small minority are able to give reasons for this. The pupils know about conduction and insulation and the majority use appropriate scientific vocabulary to describe these phenomena. Most pupils describe forces correctly in terms of pushes and pulls and describe the effects of gravity in simple terms. In a lesson about air resistance they knew that gravity was acting on the objects dropped but only a small minority understood that other factors were affecting the rate of drop. However, the development of systematic enquiry skills is poor and is hampered by pupils' limited speaking skills and their lack of confidence in recording work in writing. Most pupils know that a test should be fair but only a small proportion of pupils are able to carry out an investigation in a controlled and systematic way. About three-quarters of pupils are unable to organise their findings or draw conclusions from their observations without help and this weakness has a detrimental impact on their performance in national tests.
86. In the infant classes the teaching is satisfactory overall. During the inspection most of the lessons seen were good with some very good teaching. However, the impact of teaching over time has been satisfactory as there has been insufficient oversight by the subject leader in ensuring consistency in developing scientific skills, knowledge and understanding. Lessons in Years 1 and 2 are thoroughly planned to provide for the range of ability in the classes and there is full inclusion for all pupils. The learning

objectives for lessons are clearly stated and shared with the pupils. Teachers use appropriate contexts for the lessons and have high expectations of what the pupils can do. They provide sufficient opportunities for pupils to develop their investigative skills so that they learn how to make their investigations fair and how to record their observations in appropriate ways. Teachers make good use of questioning to find out what pupils know and to develop their ideas about the different phenomena they observe. For example, in a lesson about water changing to steam, the pupils' understanding of what they saw happening was skilfully promoted by well-worded questions and repeated use of the correct scientific vocabulary.

87. In the lessons seen in junior classes, most of the teaching was satisfactory and occasionally it was good, with the better teaching in Years 3 and 4. However, over time pupils have made insufficient gains in learning and teaching is unsatisfactory overall. In all classes, relationships are very good and teachers manage pupils very well so that there are few behaviour problems. In the better lessons, teachers use interesting teaching strategies to capture the interest of the pupils. For example, in a lesson about dental hygiene the pupils made rapid strides in learning when they saw the effects of different liquids on eggshells and realised what sugary drinks would do to their teeth. Questioning is used well to establish what pupils already know and they are given time to articulate their answers. In lessons where the teaching is not good enough, the learning objectives are not sufficiently specific or made clear to the pupils. The teachers' planning often does not take account of the range of abilities within the class, particularly those with special needs, and there is insufficient challenge for the more able pupils and this is unsatisfactory. Assessment has not been used well to ensure that new learning builds securely on previous levels of understanding. The lessons do not provide sufficient opportunities for the pupils to develop their investigative skills at a fast enough rate, particularly in collecting numerical data in tables and converting this into graphs that can be interpreted in order to find the answer to the question being investigated. As a result, the subject fails to make a satisfactory contribution to the development of the pupils' numeracy skills. The teachers' subject knowledge often lacks sufficient depth to be able to provide the pupils with the support and challenge they need to make good progress. Teachers' expectations of what pupils can achieve in a given time are sometimes too low and the pupils often lack a sense of urgency in their work due to the absence of time frames for the tasks.
88. Science has suffered recently from the lack of a subject leader. No staff development has taken place and until very recently there was no agreed programme of work to provide structure and to ensure progress in the pupils' learning. These factors have had a detrimental impact on teaching. The school has accurately identified the weaknesses that contribute to the low levels of attainment in the subject. These include the lack of an agreed approach to the assessment of pupils' progress, gaps in teachers' subject knowledge and the lack of an established programme of work. The planned programme of action is appropriate to correct the subject's shortcomings and science will be a major focus of the next school improvement plan. In the interim, the national scheme of work for science has been adopted and subject provision is being carefully monitored. These moves are already beginning to have an impact on standards and are contributing to improvements in teaching. However, the practice of teaching science in concentrated blocks of time does not give pupils the regular opportunities they need to develop and consolidate their investigative skills and understanding. This is a contributory factor to the poor progress made by pupils in the area of scientific enquiry. Resources for the subject are sufficient and of good quality. Information and communication technology is beginning to make a useful contribution to the subject and the move to the new school building is planned to include further improvements to the quantity and range of available resources and equipment.

ART AND DESIGN

89. By the end of Year 2, pupils' standards of attainment are broadly in line with national expectations, however by the end of Year 6 standards are below that expected. Standards have been maintained in the infant classes but standards in the junior classes are not as good as those reported in the previous inspection report. The fall in standards in the juniors has come about largely because the teaching has been ineffective in progressively developing pupils' skills and understanding. Standards at the end of the juniors are not high enough. The curriculum has not been monitored sufficiently to ensure a step by step development of pupils' competency and assessment has not been used effectively to set targets for the teaching. This has resulted in unsatisfactory progress in Years 3 to 6. Monitoring by subject leaders and the effective use of assessment to underpin the teaching is still unsatisfactory, but more effective teaching over the last few weeks and that observed during the inspection, is currently raising standards.
90. In the infant classes, good teaching is effectively developing pupils' colour mixing skills and their ability to paint. The teaching has a positive impact on the pupils' enthusiasm for art and they become keen to experiment with a variety of media. The pupils can select the appropriate colours and tone, as is evident in their self-portraits. Teachers have made good use of visits to the locality as starting points for pupils' observational drawings and three-dimensional shapes. Good teaching, as in history in Year 2, makes effective use of pupils' skills to illustrate their work where pupils were able to select appropriate colours to depict the heat and flames in the Great Fire of London. Pupils, including those with special educational needs and English as an additional language, in Years 1 and 2 are making satisfactory progress.
91. Pupils, including those with special educational needs and English as an additional language have made unsatisfactory progress in Years 3 to 6 in the past due to unsatisfactory teaching. Pupils' unsatisfactory knowledge skills and understanding are adversely affecting the standards of work which are below those expected of eleven-year-olds. However, teaching is now satisfactory overall and sometimes better and has captured pupils' imagination and there are now some examples of good work. Good teaching in Year 3 is effectively developing pupils' skills. For example, pupils make string prints and through their teacher's prompting and help, practise and refine their work. Pupils also appreciate how their finished prints have improved as they perfect their skills. Good teaching in Year 4 used familiar songs, such as "Lucy in the Sky with Diamonds" to stimulate pupils' imagination and their illustrations showed effective combinations of colour and materials. Art is also effectively used across the curriculum by teachers, as in history where pupils painted their interpretations of Tudor monarchs.
92. In Year 5 and Year 6 pupils' unsatisfactory previous progress is evident where, in spite of some stimulating teaching, pupils' work was of an unsatisfactory standard. For example, pupils' three-dimensional work shows that little progress has been made over the last few years in their ability to shape clay. Pupils in the later years of the juniors are not sufficiently self-critical of their work and do not have adequate skills to make, improve and refine their work. Pupils have too few opportunities to examine the work of famous artists and craft-workers to comment on their work and to emulate their techniques. Information and communication technology is used but is generally restricted to the younger pupils. There is no system in place to assess pupils' achievement and to monitor their progress and this is unsatisfactory. The art and

design curriculum is not effectively monitored so as to ensure that pupils develop their knowledge, skills and understanding across the whole age range.

DESIGN AND TECHNOLOGY

93. Pupils' attainment by the end of Year 2 is in line with national expectations but below expectations by the end of Year 6. Standards have been maintained in the infant classes but standards in the junior classes are not as good as those reported in the previous inspection report. The fall in standards in the juniors is the result of ineffective teaching and inadequate monitoring of the curriculum and, in consequence, pupils' knowledge, skills and understanding have not developed adequately. In spite of the present satisfactory and sometimes good teaching in the juniors, pupils' unsatisfactory skills and understanding adversely affect the quality of their work.
94. Scrutiny of pupils' work in Years 1 and 2 shows that the teaching is at least satisfactory and successfully promotes pupils' understanding of the design and make processes. In Year 1 pupils share their ideas well. They satisfactorily plan their work and record what they intend to do using both pictures and diagrams. They make suitable written evaluations of their products such as making a fruit salad. They identify their likes and dislikes and draw and record the fruit they have used. The teaching of puppet making in Year 2 suitably extends pupils' skills of designing and there is a good focus on guiding pupils on how their finished products might be improved. The teaching in the infants suitably highlights the practical skills needed and as a result the pupils acquire good skills of joining, assembling and decorating materials.
95. A review of junior pupils' work showed that, over the past few years, the teaching has not given sufficient attention to developing pupils' design skills and progress has been unsatisfactory. Standards are not high enough and are below those expected of eleven-year-olds. There is little originality in pupils' work or evidence of pupils having looked at books or commercial products when designing their models. Drawings and notes are often of a poor quality and there is little evidence to show that pupils follow or modify their designs as they proceed with making their artefacts. Pupils in the junior classes have limited skills of evaluation. Their finished products are of an unsatisfactory standard and indicate that pupils struggle to critically evaluate their finished product and comment on how they might be improved.
96. The teaching seen in Years 3 to 6 was satisfactory during the inspection and it stimulated pupils' imagination but pupils' lack of suitable skills inhibited their progress. However, overall progress in the juniors has been unsatisfactory due to unsatisfactory teaching and the lack of emphasis given to developing skills, knowledge and understanding consistently. The pupils' knowledge of the properties of different materials and how they can be joined together is limited and adversely affects the quality of the finished products. Currently the teaching is at least satisfactory and teachers make good use of pupils' knowledge gained in other subjects. Pupils' knowledge of electrical circuits is used well in the construction of model "lighthouses" incorporating bulbs and switches, as well as the use of a control box. Pupils have recently constructed toys incorporating moving parts and understand how pneumatic forces can be used to extend movement.
97. The school has recently put in place a scheme of work and plans to review it at the end of the current year and to make changes where appropriate. The recently appointed subject leader intends to monitor the curriculum and put in place appropriate assessment procedures. A portfolio of pupils' work is also in the process of being

assembled to guide teachers in planning more challenging work. The subject has received little emphasis until recently and, as a result, standards are not high enough at the end of Year 6.

GEOGRAPHY

98. By the end of Year 2, standards are broadly in line with those expected nationally and are similar to those reported at the time of the previous inspection. Most pupils in this age group, including those with special educational needs, make satisfactory progress in relation to their prior attainment. By the end of Year 6, the progress of most pupils has slowed and standards are below those expected nationally, particularly in the development of geographical enquiry skills, and are not high enough. Progress varies across classes and year groups due to the lack of an effective assessment system and the inappropriate match of tasks to the pupils' prior levels of learning. The majority of pupils in this age group, including those with special educational needs, make unsatisfactory progress. Standards at the end of the juniors in geography are not as high as reported at the time of the previous inspection.
99. By the end of year 2, the pupils have developed a satisfactory awareness of some of the features of their own locality and know about some contrasting localities, for example seaside towns such as Bridlington and Blackpool. Through their work on eye care in some African countries, they are aware of some of the differences between their own lives and those of people in other parts of the world. Pupils have a satisfactory knowledge of simple maps and plans and discuss their journey to school and a variety of modes of transport. Their geographical vocabulary is limited and this hampers their understanding of geographical ideas.
100. By the end of Year 6, the work completed so far this term shows that pupils gain a basic range of factual knowledge about topics such as rivers and weather. In their study based on the River Aire, they know some appropriate geographical vocabulary relating to rivers, such as tributary, meander and erosion. In their weather studies they know about the catastrophic effects of extreme weather on peoples' lives, for example floods and landslides. They use weather records to interpret weather patterns in different parts of the world but most pupils need guidance and direction to do this. Evidence of independent research is minimal and most work is factual and structured so that pupils of all abilities work at the same level. Pupils know that maps and plans represent localities but the interpretation of maps by most pupils is below that expected for their age due to a lack of opportunity to use maps of different scales on a regular basis. Pupils in Year 5 are unable to explain the difference between countries and continents and are unable to locate the African continent on a globe. Their understanding of human and physical features on maps is insecure and they are not good at interpreting the symbols used to indicate different features on maps.
101. The teaching of geography is very variable across classes and age ranges it is satisfactory in the infants but is unsatisfactory in the juniors. The unsatisfactory teaching is due to a lack of emphasis on developing pupils' skills, knowledge and understanding consistently and setting insufficiently demanding work, particularly in the juniors. However, there are now improved opportunities to develop pupils' geographical skills. The recent implementation of the new programme of work gives teachers a secure structure on which to base their planning but the practice of teaching geography in concentrated units of time rather than at regular intervals, has a detrimental effect on the depth and quality of the learning and hampers progress which is unsatisfactory. The intervals between geography units are too long. For example, no geography work

was evident in Years 3 and 4 pupils' books so far this term and this is unsatisfactory as pupils have insufficient opportunities to develop their geographical skills and knowledge consistently. The low profile of the subject often results in tasks that are undemanding and the pupils' learning is sometimes superficial. There are too few opportunities to develop the pupils' geographical enquiry skills on a regular basis. Not enough opportunities are created for the pupils to practise map reading at different scales or to carry out independent research to investigate places and environments.

102. Pupils have too few opportunities to use their literacy and numeracy skills in geography as the work set is often at a low level and requires only superficial answers. Information and communication technology is not used sufficiently to provide opportunities for pupils to research.
103. The subject leader has done much to improve the overall organisation of the subject by developing a carefully structured programme of work to underpin the teachers' lesson planning. She has good subject knowledge and is well placed to develop colleagues' knowledge and expertise, in order to improve standards and teaching in geography. The action plan for the subject has identified accurately the key areas for development. The recently implemented system for monitoring pupils' work has already begun to yield useful information to aid improvement but it is still too early to evaluate its impact on standards and teaching. Assessment in the subject is unsatisfactory. Resources for the subject are adequate and visits give appropriate opportunities for developing fieldwork skills in the context of contrasting localities.

HISTORY

104. Standards at the end of Years 2 and 6 are in line with those expected nationally and are similar to those reported at the time of the previous inspection. The progress made by most pupils, including those with special educational needs and English as an additional language, is satisfactory in relation to their prior attainment.
105. By the end of Year 2, the pupils have made a good start in developing their history study skills. They show a satisfactory understanding of the distinction between past and present and know about significant people and events from the past, such as Samuel Pepys and the Great Fire of London. In their work on the Great Fire of London, they describe the key events in chronological order and give valid reasons why the fire spread quickly. In written accounts, they show strong empathy with the feelings of people at the time. They know some of the ways in which they can find out about the past and use several sources of information, including books, pictures, photographs and artefacts, for this purpose. They use appropriate language to describe the passing of time and have a satisfactory understanding of how their own lives differ from those of people in the past. They were very successful in finding out about differences between the present and the recent past by questioning an older visitor to school about areas such as clothes, transport and schools.
106. By the end of Year 6, the pupils have developed their history study skills to a satisfactory level and have widened their fund of historical knowledge to embrace the more distant past. They have a satisfactory understanding of chronology in the use of time lines to set the different periods of study in context, for example to set the reign of Henry VIII in the context of the Tudor period, and show the Victorian era in relation to the present. Teachers use visits well to encourage interest in history. A visit to Danelaw Viking Village gave pupils in Year 3 good opportunities to research questions about the Vikings, using a range of historical sources. In their written work following the visit, they

give motives for the Viking invasions, use artefacts and pictures to gain information about aspects of Viking life and have a good understanding of the differences between invasion and settlement. In Year 5, a visit to Saltaire was very successful in stimulating high levels of interest in Victorian times. The pupils have a good range of knowledge about the lives of rich and poor Victorians, from their research using books, artefacts and the Internet. They express informed opinions about significant historical events and people. Some pupils in Year 5 were able to explain why they thought Titus Salt was good or bad, in terms of what he did to influence peoples' lives, in areas such as housing and child labour. The pupils have a good level of factual knowledge about other influential Victorians, such as William Booth and Doctor Barnardo, and are able to comment on how these people have influenced the present.

107. Pupils' responses to their history studies show very good levels of interest in the work they are given. Teaching is at least satisfactory and a strength is the use of visits. Visits to external destinations and the use of visitors to school make a very significant contribution to the quality of the history curriculum. Teachers throughout the school have satisfactory levels of subject knowledge and provide a suitable range of opportunities for pupils to develop the full range of history study skills. The tasks given to the pupils provide adequate opportunities for them to practise their literacy, numeracy and information communication technology skills. However, teachers' expectations of the quality of pupils' written work are not high enough and show variation across the classes and age ranges. As a result pupils' work is often untidy and poorly presented. Expectations are higher in infant classes than in junior classes.
108. The subject leader has undertaken much recent development in history and has identified accurately the key areas for development. The recently implemented programme of work for the subject provides a secure basis for teaching and is being closely monitored to ensure its effectiveness. Assessment of pupils' progress has also been identified as a key area for development. These initiatives are still in the early stages of implementation and have not yet had an impact on standards. The resources for the subject are adequate and the school makes very good use of external resources such as visits and the local museum loan service.

INFORMATION AND COMMUNICATION TECHNOLOGY

109. Standards in information and communication technology are now in line with those expected of pupils by the end of Years 2 and 6. Pupils are making good progress in the key skills associated with information and communication technology in classes throughout the school. In this subject those pupils with special educational needs are well supported and make progress in line with the rest of the pupils in their classes. This represents a significant improvement on the standards reported at the time of the previous inspection. The improvement is the result of the teachers' new confidence following in-service training, the support given by an enthusiastic and well-informed subject leader and an appropriate scheme of work which ensures the consistent development of pupils' key skills as they move through the school.
110. Pupils are really enthusiastic about their work in information and communication technology because the teachers provide stimulating opportunities for the development and practice of key skills. The pupils work well together often in pairs, they concentrate well and complete challenges which have real purpose. Pupils in Year 2 use a flood/fill technique effectively in adding colour and texture to line drawings of the school. They show good control of the mouse as well as a clear understanding of the technique. The pupils have appropriate skills in word processing and are able to change fonts, use a

variety of colours to enhance their work and print and save correctly. In Year 3 pupils skilfully use a digital camera, storing the data, resizing the pictures and combining them with text to form an illustrated report of their day at a Viking exhibition. Pupils in Year 4 successfully enter data from a frequency table, or tally, of the results of questions they had set in a mathematics exercise. This information was stored in data form and pupils appropriately converted it to bar graphs and pie charts. At this stage all pupils are expected to log on and open the relevant programs for themselves. Pupils make satisfactory progress in interrogating a database.

111. By the end of Year 6, pupils access the Internet, "bookmarking" their selected passages. They use search engines and know and use the terms confidently and accurately. About half of these pupils are still at the exploratory stage and finding out what they need by trial and error. However they make good progress and soon learn the most appropriate routes through good levels of discussion and collaboration. Pupils have appropriate skills in word processing and use basic tools such as a spellchecker. They are able to change fonts and colours and present their work effectively.
112. The computer suite has provided a valuable resource for pupils to learn and practise their skills. The computer hardware is adequate at present but the school has plans to replace the ageing equipment. The school has appropriate software in the form of a range of suitable programs for pupils at all stages of their development. Pupils are already confident in the use of a digital camera and have effectively used the video camera to record Year 6's last year in the school and progress in the construction of the new school building.
113. The quality of teaching in the computer suite is good and is very positively enhanced by the technician who provides extremely good support and is a valuable asset to the school. Overall teaching of information and communication technology is satisfactory and the area for improvement is the use of computers more widely in other subjects. Teachers are secure in their subject knowledge and which skills they need to teach. Their teaching methods are effective and as a result the pupils make good progress. The teachers find realistic situations for pupils to use when practising their skills so that, for example, in Year 5 databases and spreadsheets are being used to budget for a party. Stories about Henry VIII are being depicted in newspaper format, artwork related to religious festivals has been produced using appropriate programs. However the use of information and communication technology as a tool for extending pupils' work in the classroom is still not fully established. Pupils are not yet ready to turn to the computers to extend the range of their work and their independence both in research and in presenting work in different forms. The school has already identified this as a development which needs to be tackled now that key skills are well-established. The subject leader has a clear understanding of the next steps in developing the use of information and communication technology across the curriculum. Assessment procedures are satisfactory. The school has sufficient resources.

MUSIC

114. Standards in music are in line with expectations for pupils in at the end of Year 2 but below those expected by the end of Year 6. This is a worse position than that at the time of the last inspection, when standards were judged to be above expectations at the end of Year 2, and in line at the end of Year 6. This is due to a combination of factors. In the infants music is not taught each week. Despite good teaching, younger pupils have a limited retention of key musical elements. Although pupils make good progress in lessons, the lack of continuation in the development of these skills, impacts

on pupils' overall attainment. Overall teaching and learning have been ineffective and there are gaps in pupils' skills, knowledge and understanding particularly in the juniors. The school has begun to remedy the situation through specialist teaching but much more remains to be done to raise standards to a sufficiently high level especially in performing and composing.

115. In the juniors, pupils' unsatisfactory standards and progress, are a direct result of a lack of prior experience. Until very recently, the curriculum has been insufficiently broad and planning of lessons has been weak. This has led to pupils not learning basic skills and as a result, they lack knowledge and understanding of all the elements of music. Recent initiatives are beginning to have a positive impact, but these have not been in place long enough to raise standards to the expected level.
116. By the end of Year 2, pupils joyfully sing a number of songs. Most are beginning to recognise and sing, long and short notes, to fit to a steady pulse, with appropriate breath control. They respond to direction well and as a result stop and start playing in unison. They recognise the names of basic percussion instruments and are beginning to play sensibly, with growing control. However, the lack of a suitable quantity and range of instruments, limits the scope of lessons. Even when instruments were shared, for example, some pupils with obvious disappointment did not have an opportunity to play. This, together with the current timetable arrangements, limits the development of skills of performance. Pupils with special educational needs also enjoy music, and because of sensitive support, make similar progress to their peers. Pupils have satisfactory skills in listening to and appraising music.
117. By the end of Year 6, pupils have had insufficient experience of the music curriculum. Many older pupils do not enjoy music and have a very limited repertoire of skills. The school is aware of this, and has very appropriately, appointed a music specialist to support pupils and staff. This is beginning to have a positive effect. In Year 4, for example, the brisk pace of the lesson, based clearly on pupils' interests, resulted in motivating reluctant pupils. They responded enthusiastically to the challenge to sing in two and three part singing. The pupils succeeded in maintaining their parts with support, and were proud of their achievements. In the same lesson, pupils progressed to imitating rhythms and followed simple graphic scores, to clap a rhythm to a poem. Although not yet attaining average standards, these pupils made good progress in the lesson. Similarly, in Year 6, because of the skill of the teacher, and the use of a wide range of musical styles, such as Jazz, pop and classical music, pupils are beginning to respond more positively to music. In a lesson observed, for example, the use of the Beach Boys, 'Surfin' hit was used effectively to develop pupils' awareness of pulse and dynamics. Although not all pupils' understood these key terms, most could appraise the song and say what they liked or disliked. "I liked it because it kept saying USA", "It had a fast beat". Again, the teacher moved learning forward quickly, to maintain motivation, and with support, most pupils, including those with special educational needs, could sing the refrain to the song, listening carefully to the compact disc.
118. Teachers, especially in the juniors, lack confidence and experience to teach music and teaching is unsatisfactory. Teaching in the infants is satisfactory. The music specialist and subject leader are now working hard to develop this. Teachers participate and observe the lessons, in this way they are developing their own teaching skills. The teaching by the specialist is consistently good. Lessons are sensitively planned to motivate reluctant pupils, and to develop knowledge and understanding. This now ensures that pupils are making satisfactory progress from a very low baseline. Teachers in the infants are more confident because of the support from the subject leader and an appropriate scheme of work. They have a good subject knowledge and

enthusiasm for the subject, which is impacting positively on the progress and enjoyment that younger pupils experience. As a result pupils now have a firm foundation on which to base their future learning.

119. The subject leader is talented and committed to raising the profile of music within the school. Together with the music specialist and advice from outside agencies the recent initiatives, such as the choir, are having a positive impact on pupils' experiences and motivation. Nevertheless, the resources available are insufficient to support teaching. The scheme of work requires further development, especially in the juniors to better support non-specialist staff when the specialist leaves. There are no formal assessment procedures to monitor pupils' progress as they move through the school. No provision is made for the subject leader to monitor quality and standards throughout the school. The use of information and communication technology to support music work is undeveloped. The subject leader is fully aware of these issues and has produced a suitable action plan to guide improvement.

PHYSICAL EDUCATION

120. Because of unsuitable weather during the inspection most physical education lessons were taught in the hall and were either dance lessons or gymnastics lessons and only one lesson was an outside games lesson. The evidence from these lessons, a scrutiny of teachers' planning and conversations with the pupils and the physical education co-ordinator indicate that physical education has a secure place in the curriculum. Standards of attainment are in line with national expectations at the end of years 2 and 6 and all of the pupils, including those with special needs, make satisfactory progress. The curriculum includes gymnastics, dance, games, athletics swimming and outdoor education activities.
121. By the end of Year 2 most pupils show good levels of co-ordination as they move round safely, stopping and changing direction when instructed by the teacher. They make effective use of space. In gymnastics they show good control when moving in various ways such as hopping, skipping and landing. They hold balances well. In dance, in Year 1, they interpret music well to act out a doctor's attention to his patient and compose an appropriate sequence of actions. They understand the importance of warming up and have a good bank of warm-up routines.
122. From observations of activities on the playground and a satisfactory games lesson, pupils have average ball skills by the end of Year 6. The pupils develop satisfactory control travelling with a ball, stopping and shooting it. Throwing and fielding skills are also satisfactory. In gymnastics the pupils devise appropriate sequences of moving through space on the floor and on apparatus using different parts of the body both individually and with a partner. Records indicate that by the time they leave school most of the pupils are able to swim 25 metres and have suitable awareness of water safety.
123. Overall the teaching is good. Teachers plan their lessons very thoroughly. They have clear learning objectives and high expectations. Teachers manage lessons well and a very high standard of behaviour is maintained. Good use is made of the pupils' performance to demonstrate and develop teaching and learning points. There is a good range of extra-curricular activities including netball, football, tennis and cricket. These are taught by several of the staff and various coaches. Parents and the local community also make a very valuable contribution to the extra-curricular activities for example in the Street Dance Club. The school, despite very poor indoor and outdoor facilities, successfully competes in inter-school sports and gives pupils opportunities to

learn skills in a wide range of sports such as netball, tennis, athletics and football. Year 5 and 6 pupils participate in outdoor adventure activities. All these activities effectively provide support for the subject, enrich the physical education curriculum and extend pupils' learning in the juniors. The school has participated in a national scheme to increase teaching skills and improve resources.

124. The subject leader has introduced a curriculum based on the national scheme and is in the process of modifying and adding to it. This provides good support for teachers and incorporates a range of ideas for effective delivery of the curriculum. The indoor halls in both buildings are unsuitable for a modern physical education curriculum. The floors are uneven and access to apparatus is difficult. Also, the way apparatus is stored around the sides of the hall limits the area available for use. This especially applies in the juniors where the hall is too small for older pupils. The outdoor areas are even more limited and hamper pupils' progress.

RELIGIOUS EDUCATION

125. By the end of both Year 2 and Year 6, pupils' attainment is in line with the attainment targets in the agreed syllabus followed by most schools in Leeds. Pupils, including those with special educational needs, make satisfactory progress. Standards are at a similar level as those at the time of the previous inspection. There is a new subject leader who has a good understanding of the teaching of religious education and she has identified several areas for improvement including resources and assessment. Currently there are insufficient resources, assessment is weak as insufficient records are kept of pupils' progress and the information is not used to extend pupils' skills, knowledge and understanding. The teaching of the subject in blocks of time rather than on a more regular basis hampers the consistent development of pupils' knowledge and understanding. The subject leader has had insufficient opportunity to monitor the teaching and learning of religious education. Religious education makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development.
126. By the end of Year 2 pupils understand the purposes of a variety of religious celebrations and how they contribute to different faiths. They know a suitable range of Bible stories and how they are important to the Christian and Jewish religions. The pupils took much interest in the story of Esther and joined in enthusiastically as the teacher told the story. They were able to retell the story in their own words, identifying the main characters and explaining why the Jews regard Esther as a heroine. This work was linked usefully to improving pupils' literacy skills. Teachers seek to bring the subject to life through using special objects. In Year 1 the teachers displayed their Christening gowns and the pupils were very interested in them. They produced baptism cards and understood the importance of Christening to Christians. The pupils also have a suitable knowledge of the Christmas story.
127. By the end of Year 6, pupils have a satisfactory understanding of Christianity and Islam. Most understand that people's faith often influences their lifestyle. They know about the founding of Islam and recall basic facts about Bible stories. Pupils know about the five pillars of Islam and in Year 5 pupils discuss issues such as fasting and pilgrimage showing appropriate understanding and sensitivity. They draw valid comparisons between Christianity and Islam, including the common belief in one true God. The learning is enlivened through the involvement of Muslim pupils sharing about their beliefs.

128. Teaching and learning are currently satisfactory. Lack of subject guidance and monitoring until recently has meant that the subject had insufficient priority. Planning is satisfactory but does not identify clearly enough what is to be assessed. Teachers use a variety of suitable approaches to make the subject interesting and in a few classes they provide challenging work by linking what the pupils have learned in literacy lessons with religious education. In a very good lesson in Year 5 class, the teacher opened the lesson with discussion and then pupils extracted information from a text and made use of abbreviations and bullet points. The teachers manage behaviour well and pupils respond well by listening carefully. At the start of lessons the teachers explain carefully what the point of the lesson is and pupils are left in no doubt about what they have to do. There are areas to improve in the teaching. Marking is weak as it rarely contains guidance for pupils on how they might improve. The scrutiny of pupils' work shows that in some classes expectations are too low and pupils are not expected to work hard enough, for example, in some instances pupils are required to merely colour in a picture. Relationships between staff and pupils are good. Teachers encourage the pupils to show respect for one another's beliefs and this helps to create a positive attitude towards difference. There are appropriate links between assemblies and lessons in religious education. Pupils take an appropriate interest in the subject. They concentrate during lessons and work at a suitable rate. Their discussions of issues are hampered by their poor speaking skills. To compensate for this many teachers ask effective questions and encourage pupils to answer in full sentences but this needs to be more consistent. Pupils have opportunities to visit a variety of places of worship to enhance learning and this works well.