

# INSPECTION REPORT

## **GARFORTH GREEN LANE PRIMARY SCHOOL**

Garforth

LEA area: Leeds

Unique reference number: 107872

Headteacher: Mrs H E Willis

Reporting inspector: Mr J G Quinn  
15676

Dates of inspection: 28 February - 3 March 2000

Inspection number: 196941

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Primary

Age range of pupils: 3-11 years

Gender of pupils: Mixed

School address: Ribblesdale Avenue  
Garforth  
Leeds  
West Yorkshire

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs S Evans

Date of previous inspection: 24 June - 28 June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
J G Quinn	Registered inspector	Art Physical education	The school's results and pupils' achievements How well pupils are taught How well the school is led and managed
A J Stanley	Lay inspector	Support for equal opportunities	The way in which the school cares for its pupils How well the school works in partnership with parents Support for how the school is led and managed
K J Chandler	Team inspector	English Music Children under five	Pupils' attitudes, values and personal development Support for curricular and other opportunities
M G Ewart	Team inspector	Mathematics History Equal opportunities	Support for the way in which the school cares for its pupils Support for the way in which the school is led and managed
K Sanderson	Team inspector	Science Geography Special educational needs	Support for how well pupils are taught
C Whittington	Team inspector	Information technology Religious education Design and technology Support children under five	Curricular and other opportunities

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Inspection Quality Division  
The Office for Standards in Education  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Garforth Green Lane Primary is a larger than average primary school situated in the Leeds suburb of Garforth. There are 340 boys and girls on the school roll, the majority of whom attend from privately owned homes within the immediate locality. The percentage of pupils eligible for free school meals is well below that found nationally at 2.6 per cent. Although the percentage of pupils with special educational needs is 12 per cent which is below average, the proportion with Statements of Special Educational Need is in line with that found nationally at 1.5 per cent. There are very few pupils from families of ethnic minorities and the number who speak English as an additional language is low.

Most pupils attend the school's nursery part time from the age of three prior to transferring to the reception classes full time at the age of five. An increasing number of pupils are admitted from outside the immediate area, usually during the reception year and most have had experience of pre-school education. Attainment of the majority upon entry to full-time schooling is as expected for the ages of the children.

### **HOW GOOD THE SCHOOL IS**

This is an effective school which provides good value for money. Children enter the school with attainment which is similar to that normally found in five year olds. Through a combination of positive leadership and effective teaching they progress well in their learning with the result that by the time pupils leave the school at age 11 they achieve above average standards in English, mathematics and science, and high standards in art and music. The school's strengths significantly outweigh areas for improvement.

#### **What the school does well**

- Achieves above average standards English, mathematics and science and high standards in art and music.
- The headteacher provides positive leadership. She analyses pupils' performance in national tests closely to set realistic but challenging targets for improvement.
- There is a high proportion of effective teaching.
- The ethos for learning is very good and makes a positive contribution to standards attained by pupils.
- The very good relationships throughout the school contribute positively to the quality of learning.
- The spacious and well-maintained accommodation enables the curriculum to be taught effectively.
- The high quality displays of pupils' work in classrooms and other areas of the school celebrate the achievements of pupils well and fosters pupils' self-esteem.

### What could be improved

- Systems for teachers' short-term planning and related assessment to be applied consistently throughout the school.
- The monitoring of teaching to ensure that standards are maintained and improved where necessary.
- The role of curriculum co-ordinators in monitoring standards, implementation of policies and schemes of work and ensuring consistency of approach to their subjects.
- The school development plan to provide clear manageable targets and to act as a continuous tool for school improvement.

The areas to be improved will form the basis for the governors' action plan, a copy of which will be circulated to parents.

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in June 1996. There has been steady improvement in many areas since the last inspection and the school is now better than it was. The school's results in National Curriculum tests have risen steadily over recent years. Compared with inspection findings from the previous inspection report standards in English, mathematics and science have improved at Key Stage 1 and are now above average. Standards have been maintained at above average levels at Key Stage 2. The quality of teaching is good overall as it was at the time of the last inspection. In terms of the key issues from the previous report the school has made good progress. Schemes of work have been developed for all subjects but not all are implemented consistently. The needs of the more able pupils are met in English and mathematics at Key Stage 2 as a result of measures introduced to teach groups of differing abilities. The health and safety matters related to the pupils' lavatories have been addressed. The caring ethos, good behaviour and orderly working environment have been maintained as has the school's very good musical provision. The school has introduced new procedures for marking pupils' work but these have yet to be applied consistently by all teachers.

### STANDARDS

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

Performance in:	Compared with				<b>Key</b>
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	B	A	A	well above average    A above average        B average                C below average        D well below average    E
Mathematics	B	B	A	A	
Science	C	A	A	A	

The above table shows that results in the 1999 Key Stage 2 National Curriculum tests were well above average when compared with all schools nationally and compared with similar schools. There has been steady improvement overall, in line with the national trend, with the greatest improvement noticeable in English and science. The school has set realistic

but challenging targets for pupils' performance at Key Stage 2 which it modifies year by year following careful analysis of test results as pupils pass through the school. The targets set for the current Year 6, for example, are lower than in 1999.

Inspection evidence shows that pupils currently at the end of Key Stage 1 and Key Stage 2 attain above average standards in English, mathematics and science. In information technology pupils attain national expectations and in religious education they achieve the targets identified in the locally agreed syllabus. In art and music standards exceed those normally found. In all other subjects attainment is as expected for the age of the pupils. However there are weaknesses in the performance of older pupils at Key Stage 2 in gymnastics.

Children under five make sound progress in all areas of their work. Pupils with special educational needs are supported well throughout the school and as a result they make good progress.

### **PUPILS' ATTITUDES VALUES AND PERSONAL DEVELOPMENT**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils have very good attitudes to school and most approach their work positively and concentrate well.
Behaviour, in and out of classrooms	Overall, behaviour in classrooms and around the school is good. Pupils are helpful, courteous and polite.
Personal development and relationships	Pupils' personal development and the quality of relationships are very good and are strengths of the school.
Attendance	Good. Pupils arrive on time and lessons begin promptly.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	Good	Good	Good

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

Teaching was satisfactory in 39 per cent of lessons, good in 44 per cent very good in 12 per cent. In only one lesson out of 20 was teaching unsatisfactory. The high proportion of effective teaching is a highly significant contributory factor to pupils' progress and to their standards of attainment.

The teaching of literacy and numeracy was satisfactory overall. There is considerable variation in the quality of teachers' short-term planning and in the related use of assessment.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Sound overall with effective strategies for teaching literacy and good provision for music and for residential visits.
Provision for pupils with special educational needs	Good provision is made for pupils with special educational needs. They are supported well both as part of the whole class and where they are withdrawn for specialist help.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides well for pupils' personal development. Provision for pupils' spiritual, moral, social and cultural development is good.
How well the school cares for its pupils	The school cares for its pupils well and staff are vigilant in matters of safety. Procedures for the systematic assessment of pupils' attainment and progress are satisfactory.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides positive leadership and sets a clear direction for the work of the school. She is supported well by senior staff but opportunities for delegation have been restricted due to the fact that the school currently has no permanent deputy headteacher. Curriculum co-ordinators are enthusiastic and knowledgeable about their subjects. However their role in monitoring standards and in promoting consistent practice are underdeveloped.
How well the governors fulfil their responsibilities	Governors fulfil their statutory responsibilities well and work closely with the headteacher in formulating plans for the further development of the school.
The school's evaluation of its performance	The headteacher analyses pupils' performance closely. She also monitors teaching but this is at an early stage of development.
The strategic use of resources	The school makes sound use of its resources and of the finances available.

Staffing and the level of resources are satisfactory overall. The school accommodation is very good and makes a positive contribution to the effective delivery of the curriculum. However the playground area for Key Stage 1 is small and the nursery classroom rather cramped.

The school development plan contains a considerable number of targets which are not prioritised closely enough. It is due to come to the end of its current term and does not therefore provide a continuous instrument for school improvement. The school is currently addressing this.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children enjoy coming to school.</li> <li>• Their children make good progress.</li> <li>• Teaching is good.</li> <li>• The school expects pupils to work hard and give of their best.</li> <li>• Behaviour is good.</li> <li>• They would feel comfortable approaching the school with questions or problems.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work which their children get to do at home.</li> <li>• The information which they receive about how their children are getting on.</li> <li>• The way in which the school works with parents.</li> <li>• The range of activities provided outside lessons.</li> </ul>

Inspection evidence supports the positive views of parents but does not endorse the areas for improvement. The school works well with parents and provides a satisfactory range of extra-curricular activities.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Results in National Curriculum tests for Key Stage 1 have shown a marked improvement over the past three years and consequently 1999 results were well above the national average in reading with a very high proportion attaining the higher Level 3. Similarly in writing, results were well above in terms of those attaining Level 2 and the proportion that attained Level 3. In mathematics the picture is the same, with well above results both in terms of the percentage attaining Level 2 and the higher Level 3. In all three tests pupils attained well above those in similar schools. In science pupils were assessed as attaining well above the national average in terms of those attaining the Level 2 and the higher Level 3.
2. At Key Stage 2 results from the 1999 tests were well above those for all schools nationally and for similar schools in English, mathematics and science in terms of pupils attaining the expected level and the higher Level 5. In mathematics the proportion achieving Level 5 was very high. Attainment in mathematics fell in line with all schools nationally between 1997 and 1998 but showed a marked improvement between 1998-1999. Test results in all three subjects have improved in line with the national trend over the past three years.
3. The school sets realistic and challenging targets for 11 year olds based on their performance in earlier tests. It adapts targets in the light of previous performance on internal tests for different cohorts of Year 6 pupils and has lowered them this year for the pupils currently in Year 6.
4. Children begin full-time education in reception with standards which are broadly in line with those found nationally. They make sound progress with the result that in most areas of learning the majority achieve the nationally agreed Desirable Learning Outcomes by the time they are five years of age and some are already working within the early stages of the National Curriculum for Key Stage 1 pupils. In creative and physical development a significant proportion exceed levels normally found in five year olds.
5. Inspection evidence indicates that pupils currently nearing the end of Key Stage 1 and Key Stage 2 attain above national expectations in English, mathematics and science. On the basis of previous tests the school predicts that pupils currently in Year 6 will not perform as well as those at the end of the key stage in 1999 and has adjusted performance targets accordingly. Standards have improved at Key Stage 1 since the last inspection and have been maintained at Key Stage 2. In information technology pupils attain national expectations and in religious education pupils achieve the targets identified in the locally agreed syllabus for the subject. This is similar to the position at the time of the last inspection.
6. In art and music attainment is above that normally found for pupils of this age which reflects the findings of the previous inspection. In all other subjects attainment is similar to that usually found. This is so for physical education overall but standards in gymnastics are unsatisfactory amongst the oldest pupils at Key Stage 2.

Standards were judged as being above expectations in design and technology, history and physical education in the last inspection report.

7. Pupils with special educational needs are provided with good support whether as part of a whole-class lesson or within groups where they receive additional help. As a result they make good progress towards targets identified in their individual work programmes.
8. In speaking and listening pupils attain above average standards at the end of both key stages. Throughout the school pupils contribute well to discussions and speak audibly when contributing ideas. Children under five listen attentively to stories and rhymes and join in with familiar phrases. As they progress to Key Stage 1 they speak more confidently and show respect for the views of others as in circle time in Year 1. Pupils develop their skills well as they pass through the school. The oldest pupils talk and reason effectively as when discussing the poem 'The Lady of Shallot' in literacy and the journeys of Odysseus in history.
9. Standards of reading are above average at the end of Key Stage 1 and Key Stage 2. Many pupils enjoy reading and the youngest children are encouraged to appreciate the significance of print from an early stage. By the time they are seven years of age most pupils read with accuracy and understanding. They build on skills progressively and the oldest pupils read a range of fiction and non-fiction books well. Whilst they understand the purpose of indexes and contents and use them effectively, skills in skimming text to find salient information are underdeveloped.
10. Standards in writing are above average at the end of both key stages. In nursery and reception children begin to see the relevance of writing and 'mark making' features regularly in their role-play. Many form their names correctly and older children employ their knowledge of letter sounds to help with their writing. At Key Stage 1 pupils write for a widening range of purposes. For example they write accounts of how to make jelly and recount the story of the 'Iron Man'. As they progress to Key Stage 2 pupils make sound progress and write in an increasingly wide range of forms including poetry and book reviews. The quality of work is generally good but is more variable at Key Stage 2 than at Key Stage 1. Handwriting is well formed overall, spelling is often accurate and simple punctuation used correctly.
11. Pupils use their literacy skills effectively in connection with other subjects such as religious education, history and geography.
12. In mathematics standards are above average at the end of Key Stage 1 and Key Stage 2. Children in the nursery and reception encounter numbers in their role-play and in rhymes and songs involving counting. They count to ten and some count to 20 and beyond accurately, using one-to-one correspondence. Pupils build on skills successfully at Key Stage 1 and by the age of seven they understand the value of tens and units, add and take away with figures up to a 100 and multiply using twos and tens. They know the difference between odd and even numbers and begin to work with simple fractions, but the mental strategies used by some pupils are too narrow. Higher attaining pupils calculate using figures to 1000. In addition pupils measure length, weight and capacity accurately using metric units.

13. Pupils develop their skills further as they pass through Key Stage 2. By the age of 11 pupils understand negative numbers, number sequences, and prime numbers. They add, subtract, multiply and divide using decimals and are beginning to convert decimals to fractions and percentages. They measure angles accurately, know the properties of parallelograms and construct and read bar graphs.
14. Pupils use their numeracy skills satisfactorily in connection with experiments in science, history time lines and map work in geography.
15. In science attainment is above average at the end of Key Stage 1 and Key Stage 2. Children begin to observe similarities and differences closely in the nursery and reception as part of their knowledge and understanding of the world. Pupils' learning develops well throughout Key Stage 1. They begin to set out their work more methodically and begin to make predictions before testing. Pupils at the end of the key stage build simple electrical circuits to light a bulb, and classify materials according to different criteria. They explore the five senses and begin to devise controlled tests in relation to work on taste.
16. As they pass through Key Stage 2 pupils' understanding and knowledge grows commensurately. They develop a clearer view of what makes a test 'fair' and apply this to experiments involving the testing of materials and exploring sound. The oldest pupils know how to devise tests to separate liquids and solids and begin to find different ways of recording their findings.
17. In information technology attainment is in line with expectations. Pupils at the end of Key Stage 1 understand the basic skills necessary for operating a computer. They paint pictures in the style of famous artists, word process tasks for English and collect and represent data in connection with work in mathematics.
18. At Key Stage 2 pupils change the way in which their work looks by altering size and colour of the text. They introduce pictures and patterns into existing documents with confidence, they find information in connection with other subjects and design questionnaires.
19. Standards in religious education are in line with the locally agreed syllabus for the subject. Through innovative and interesting teaching approaches in some lessons pupils develop an understanding of religious symbolism in connection with the Christian communion service and the relevance of the Torah in Jewish worship. Pupils leave the school with a sound knowledge of Judaism and Islam and a good understanding of Christianity.
20. In art standards are above those normally found. The use of a wide variety of media throughout the school, and younger pupils' imaginative use of collage are features of high attainment.
21. In music where standards are also high, the emphasis upon good quality performance, particularly in the skilful playing of tuned and untuned instruments, are characteristics of high attainment in the subject.
22. Although attainment in physical education is satisfactory overall, pupils do not refine and develop their gymnastic skills sufficiently at the end of Key Stage 2 and therefore do not achieve the standards that they should.

## **Pupils' attitudes, values and personal development**

23. Pupils' attitudes to school and to learning are very good and make a positive contribution to the standards they attain. They are keen and eager to come to school as is reflected in the high levels of attendance and endorsed by parents' positive comments. Children under five develop good personal and social skills and gain self-esteem and confidence. They are keen to try out new experiences and enjoy playing and more formal group activities. In all other year groups pupils have a very good attitude toward their work. They are enthusiastic in their approach to practical activities such as in Years 5 and 6 where they experiment with vibration and sound.
24. The positive attitudes to learning commented upon in the previous inspection report have been maintained. Pupils continue to be industrious, show concentration, and demonstrate enthusiasm for their learning. This is well illustrated by response to the design and technology competition set over the half term holiday and the research project set for Year 6 to support their report writing in literacy hour. Generally, in both key stages pupils get on with their tasks sensibly when the teacher is busy with other groups. Where pupils are encouraged to try hard with the presentation of their work their response is good. Pupils with special educational needs have positive attitudes to learning and respond very well to the additional support provided.
25. Generally throughout the school pupils' good behaviour supports learning well. There has only been one fixed period exclusion during the past year and aggressive behaviour including bullying is virtually non-existent. High standards of behaviour have been maintained since the previous inspection. Pupils' behaviour is strongly influenced by the very good relationships they have with the staff and their desire to do well and please. They are courteous, trustworthy and show respect for property and the environment. Parents express the view that behaviour is good and their views are justified.
26. Pupils demonstrate very well their respect for the feelings and beliefs of others in assemblies where they respond positively to the success of fellow pupils and in religious education lessons where they consider other faiths.
27. Pupils show their capacity to use their initiative and to take responsibility for example, in preparing for school assemblies and in the provision of fruit snacks in mid-morning break.
28. A good level of attendance at the school has been sustained since the previous inspection. At 97.2 per cent attendance is above the national average. Unauthorised absences are a very rare occurrence. Pupils are punctual and lessons start on time.

## **HOW WELL ARE PUPILS TAUGHT?**

29. The quality of teaching is good overall as it was at the time of the last inspection. It is now satisfactory or better in well over nine lessons out of ten, good in two lessons out of five and very good in approximately one lesson out of eight. In only one lesson in 20 is teaching unsatisfactory. The high proportion of successful teaching is a major contributory factor to pupils' standards of attainment. Teaching was most

effective in music throughout the school and least effective amongst the youngest pupils at Key Stage 2.

30. Pupils with special educational needs are taught well whether they are supported within the whole class or taught separately as part of a group. As a result they make good progress.
31. Teachers' ability to teach basic literacy and numeracy skills are sound overall. The teaching of literacy is generally good, with some lessons at both key stages being very good. The planning is specific and, as it focuses directly on teaching and learning objectives, lessons are purposeful and the pupils' progress is often good. The school has not yet completed numeracy training. As a result there are variations in approach across the school with the quality being satisfactory overall.
32. Where pupils are grouped by ability for mathematics and English they receive work more closely related to their abilities and as a result they build on existing knowledge and skill well.
33. Teaching and support staff work hard to provide the pupils with a good standard of education. Teachers understand the subjects, which they teach and are aware of the needs of children under five. In the most successful lessons, particularly those where staff teach their specialist areas such as music, they demonstrate a very good knowledge of their subjects and of the way in which pupils learn. As a result pupils are given valuable instruction on how they might improve their performance such as in a Year 2 physical education lesson where the teacher moved between groups of pupils providing guidance and challenging pupils which enabled them to refine and develop their technique. The arrangement whereby staff teach from areas of strength in 'options' at Key Stage 2 is an effective initiative and allows pupils to make choices and pursue particular interests.
34. Teachers' planning is sound in most lessons but there is considerable variation between classes in the format and in the amount of detail included. In the best examples, such as for numeracy in Year 6 and physical education in Year 2, objectives are clear and precise with related opportunities to assess whether learning has taken place. Work is planned carefully to meet the needs of pupils of differing abilities and there is a clear indication of resources to be used. Where it is unsatisfactory planning lacks detail, objectives are too broad and there are no identified means of assessing whether learning has occurred.
35. Teachers' expectations of what pupils are able to achieve are sound in most lessons. In the majority of lessons appropriate provision is made for pupils of differing abilities. Teachers question pupils skilfully, which challenges their thinking and takes learning forward effectively. This was so for example in several mathematics lessons and in music lessons in Year 1 and in Years 3/4. Where staff use the correct terminology, as in science and music lessons, pupils learn an appropriate vocabulary quickly and use it comfortably and correctly.
36. Most teachers use a mixture of teaching methods successfully. For example literacy and numeracy lessons comprise whole-class, group and individual work. This adds variety to lessons which maintains pupils' interest and concentration and makes a positive contribution to pupils thinking and learning for themselves.

37. Strategies for ensuring pupils' good behaviour are good in the majority of classes. Here teachers have high expectations, the subject matter is interesting and teachers reinforce positive behaviour through praise and encouragement. In a very small number of lessons teachers' strategies for ensuring that pupils behave appropriately are less effective. In these lessons, the emphasis is upon punishing misdemeanours. The frequent interruptions to remonstrate with particular pupils severely disrupts the concentration of the majority.
38. In most lessons teachers establish a very good pace for learning and use the available time in lessons effectively. In a small number of cases the length of lessons exceed the time available which leaves no time to use the plenary session to evaluate learning. In successful lessons there is variety in the tasks presented and lessons proceed briskly. This results in pupils applying themselves well intellectually and creatively where necessary and ensures that skills are consolidated and developed effectively. An exception to this is in some otherwise successful gymnastic lessons where pupils sit for too long awaiting their turns to use apparatus or spend too much time assembling equipment for learning to be fully effective. Good use is made of support staff who make a valuable contribution to pupils' learning. With the exception of mathematics and information technology, resources are used to good effect. In mathematics number lines and number squares are not used sufficiently well in a small number of classes to support pupils' numeracy skills. Computers are not used frequently enough in some classes to support pupils' learning in other subjects.
39. Since the previous inspection, a marking policy has been implemented, and whilst marking is generally completed, comments from teachers to assist pupils to achieve higher standards, are still inconsistently applied. As a result pupils are not always aware of how well they have done and what they need to do next in order to improve.
40. Many teachers use questioning skills effectively and listen carefully to what pupils say in response.
41. The practice of recording evaluations and assessments during lessons, and formulating work accordingly, is developing. In one of the younger classes, for example, the teacher observed, during the lesson, that some pupils were struggling with a counting task. After the lesson she devised a new range of activities to help them achieve better understanding. However, this practice is not consistent throughout the school.
42. On occasions there is effective use of the plenary session to highlight main teaching points and assess levels of understanding. Again this practice is not consistently applied.
43. Teachers generally use individual work programmes for pupils with special educational needs effectively to plan appropriate work.
44. Teachers make good use of homework to support and consolidate that which has been learnt in class, particularly in English and mathematics.

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

45. The school meets statutory requirements for the curriculum, including those for religious education and for children under the age of five. Planning takes account of the National Literacy and Numeracy Strategies and an appropriate amount of time is allocated to the teaching of each. Good use is made of resources within the community and a number of different activities enrich pupils' learning.
46. The school complies fully with the Code of Practice for pupils with special educational needs and individual education plans identify appropriate targets.
47. The overall quality and range of opportunities offered to the pupils are satisfactory and makes a sound contribution to the standards attained. The breadth, balance and relevance of the whole curriculum is satisfactory. There are strengths within the curriculum, such as in the use of information technology in connection with other subjects and as a result standards in the subject are rising. Other statutory requirements such as sex and drugs education are met. The school has largely adopted the Qualifications and Curriculum Authority's schemes of work and will be reviewing these in light of the new National Curriculum.
48. Following the previous inspection, there were two key issues associated with the curriculum. These were to continue to develop schemes of work in order to secure pupils' progress and continuity of work; and to more closely target the needs of some of the more able pupils. These have largely been addressed. Long-term planning is much improved to ensure progress as pupils move through the school. However, the quality of weekly planning is inconsistent, with varying amounts of detail provided between classes.
49. There is a sound range of extra-curricular activities which enhance the quality of education for those pupils who take part. These include a particularly wide variety of musical and sporting activities including a cross country club, which is a well-established feature of the school's provision. These activities are provided by teaching and non-teaching staff and are attended by a satisfactory number of pupils from both Key Stage 1 and Key Stage 2.
50. Pupils have equal access to all aspects of the curriculum regardless of age, gender or ability.
51. The community makes a good contribution to pupils' learning. Visitors to the school during the inspection week included an actor performing as Goldilocks and an author of children's books. There are links with the local horticultural society, the Miners' Welfare and a Bible Club. Pupils visit local places of interest and older pupils participate in residential visits. There are strong links on a variety of levels with local schools, and the local 'family' of primary schools has joined together to pool resources for information technology.
52. The school has a clearly established programme for pupils' spiritual, moral, social and cultural development and is successful in meeting its related aims in these areas. Provision for spiritual development is good and many opportunities are provided for pupils to reflect on personal and wider spiritual matters. This is achieved within the context of collective worship and religious education as well as other areas of the daily curriculum.

53. Provision for social and moral development is good. The school is very successful in promoting a positive ethos built on very good relationships and good attitudes to learning. The climate of the school supports pupils' clear understanding of right and wrong and fosters an awareness of the needs of others. Pupils are encouraged to care for each other and consider the effects of social and moral behaviour on the environment and on others. This is exemplified through the wishes of pupils for the new millennium displayed throughout Key Stage 2.
54. The provision for cultural development is good. As well as promoting a love of the arts through music and creativity the school has greatly improved the opportunities for pupils to gain an understanding of a broader range of cultural backgrounds. In Year 2, for example, pupils have been learning about the Chinese New Year. Here there is a very good display of artefacts, and in Year 3 pupils are studying the culture and traditions of India. The previous inspection judged there to be too few opportunities for pupils to learn about other cultures.

## HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

55. The school provides a secure and caring environment where the welfare and protection of pupils is paramount. This makes an effective contribution to pupils' sense of well-being and supports their learning well.
56. Effective health and safety and child protection procedures are in place and all staff have received training in first aid. The school deals swiftly and effectively with any reported instances of bullying or harassment. Parents are involved at an early stage and each incident is recorded. Teachers and support staff respond well to the needs of pupils and deal sensitively with those encountering any kind of distress. Pupils with special educational needs are well supported throughout the school. A valued team of non-teaching staff, provide a network of effective support and guidance to pupils identified as needing additional help.
57. The school has good procedures for monitoring behaviour and attendance. Class teachers take responsibility for monitoring school registers on a regular basis. They are supported in this by the headteacher and, on a half-termly basis, the education welfare service.
58. Attendance registers are usually completed correctly. The exceptions to this have been brought to the attention of the headteacher for action.
59. As part of a local 'family' of schools initiative, the school has recently taken effective action to reduce the number of term time holidays, further improving attendance figures. Pupils look forward to attending school and parents have responded well to reminders about the importance of good attendance.
60. The school discipline policy is firmly and consistently applied. It is based on a yellow and red card system alongside reward stickers and is well understood by pupils. Pupils are involved in setting their own classroom behaviour guidelines and this helps to gain their co-operation. Good behaviour and good attendance at the school contribute to high attainment.
61. The school has satisfactory arrangements for the assessment of pupils' academic attainment and progress. In the nursery, members of staff maintain a good file of observation notes and move to using baseline scales for ongoing assessments as appropriate. Baseline assessment in reception class is completed using the Leeds scheme. In addition to statutory tests at the end of Key Stage 1 and Key Stage 2, other assessments undertaken on an annual basis include standardised mathematics and reading tests and optional National Curriculum tests at Key Stage 2.
62. There are good arrangements for the moderation of judgements about the standards pupils achieve, as teachers across key stages examine samples of pupils' work at half-termly meetings and enter annotated work in a school portfolio. Staff meet with teachers from other local schools to ensure that they apply similar criteria to judging standards of work.
63. The school has recently introduced half-termly assessments in mathematics in line with the core scheme in use in Key Stage 2. Analysis of the results of these assessments by the mathematics co-ordinator, together with a careful analysis of annual assessments carried out by the headteacher, provide teachers with useful

information in grouping and setting pupils. In science, assessments carried out at the beginning of a topic affect the subsequent planning that teachers do. Record-keeping systems have been developed to track pupils' progress in these core subjects. The headteacher monitors assessment results to ensure that boys and girls are achieving equally well.

64. In short-term planning, only numeracy plans have space for teachers to record the results of assessments. The practice of on-going assessment is not well developed in the school and tends to rely on teachers' own interest and expertise. There are no systems in place for teachers to show how their assessments affect the next round of planning.
65. The analysis of medium and long-term assessments provides information which guides the provision of specific programmes for high and low attaining pupils, for example the targeting of additional support in Year 6 literacy and numeracy lessons. Teachers also keep individual pupil records to show progress in word level skills at Key Stage 1 and carry out half-termly assessments of reading at both key stages. The school is beginning to develop individual pupil target-setting and is carrying out trials in Year 2 in literacy and in Year 5 in numeracy. Further work is needed on the systems and structure of setting targets before the practice can spread throughout the school.
66. At the last inspection, assessment procedures were found to vary from class to class and there was a need to develop moderation procedures. Progress on this key issue has been good except in the case of short-term assessment, where the school guidelines to ensure consistent practice are insufficiently developed.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

67. The school's relationships with parents are good and make an important contribution to pupils' learning.
68. Reading diaries and other homework tasks provide a good contact between home and school. Most parents feel they are encouraged to take an active part in the life of the school and parents help on school trips, perform important jobs around the school and supporting learning in the classroom.
69. The school consulted parents about a home-school agreement and the majority were appreciative of the opportunities presented to support their children's learning at home. However, a significant minority of parents expressed concerns about the lack of consistency in the school's approach to homework at the parents' meeting and in the questionnaire responses. The school does not currently have a homework policy but plans to develop one.
70. Some parents raised concerns about the quality of information provided by the school. In general, however, parents are kept well informed about events through well attended information evenings and very good newsletters which provide information about homework and details of topics to be taught in the future. Pupils' annual reports give clear information about attainment and progress and suggest how pupils might improve further. Reports offer space for parental comments and many parents make good use of this opportunity.

71. Parents were particularly appreciative of the recently introduced coffee mornings and the induction evenings for nursery, reception and Year 3 parents and carers. The parents of children with special educational needs are invited to reviews and are involved in the setting of targets.
72. A number of parents and other helpers provide regular and valuable support through the 'Friends of Green Lane' which is a very active home-school association, currently in the process of securing charity status. The association is well run and organises many social and fundraising events such as the Christmas fair, raffles and numerous discos. It has contributed in a significant way to resources at the school.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

73. The school is soundly led and managed as it was at the time of the previous inspection. The headteacher provides positive direction and is supported well by the recently appointed acting deputy headteacher and other senior staff. She has moved the school forward successfully since her appointment three years ago and has demonstrated her capacity to take difficult decisions in the interests of the school overall. Through careful analysis of data arising from National Curriculum test results, she has supported staff well in identifying areas where pupils' performance might improve. As a result test scores have improved markedly year by year since the previous inspection. Targets have been set for pupils' performance in national tests and have been modified on the basis of previous testing for different cohorts of pupils. This is a strong contributory factor to improving standards.
74. The aims of the school are clearly set down in the prospectus and are apparent throughout the school. They refer to providing an exciting, stimulating, secure and happy environment in order to foster pupils' personal growth, the development of enquiring minds and a lifelong love of learning. The school successfully meets most of these aims as is reflected in pupils' positive attitudes to learning and the equally positive views of parents that the school is a happy place. No judgement can be made on pupils' lifelong love of learning but the school lays a secure foundation for the acquisition of further knowledge. Although there is no explicit reference to nurturing good relationships this positive element is clearly apparent throughout the school. Similarly, although there is no documented commitments to raising pupils' attainment, the improvement in test results indicate that this is given high priority.
75. The headteacher has begun monitoring the quality of teaching but as yet this is at early stage of development. Appraisal interviews take place but the element of teaching observation is not included.
76. The governing body supports the school well and fulfils its statutory requirements. It has a clear view of how it wishes the school to develop within the community which it shares with the headteacher. Through the formation of a committee to address school planning the governing body has the potential to become even more proactive in the area of strategic school development. Governors discharge their functions effectively through other committees covering buildings and finance, personnel and staffing, policy and development. These meet regularly and report back to the full governing body at one of its termly meetings. There are governors to oversee the implementation of the National Literacy and Numeracy Strategies

and the provision for pupils with special educational needs, with the result that these areas are managed effectively. Governors are made aware of school matters, including strengths and weaknesses, through regular reports by the headteacher and various co-ordinators. Although some visit the school incidentally, whilst it is in session, there is no pattern of regular visits related to specific subjects of the curriculum or aspects of provision.

77. The school improvement plan includes a considerable number of targets but with no clear overview of how these are to be prioritised in the short, medium and longer term. Also it is currently coming to the end of its current phase and as such does not provide a continuous programme for school development. The school is currently reviewing how this might be improved.
78. The headteacher delegates some of her leadership and management functions effectively to curriculum co-ordinators and other senior staff. However, due to the long-term absence of the deputy headteacher, opportunities to delegate some of the most important managerial tasks have not been possible. This has resulted in the headteacher taking on a disproportionate amount of responsibility herself. With the very recent appointment of an acting deputy headteacher there is the potential for further delegation in the short term.
79. Co-ordinators are enthusiastic and knowledgeable in their subjects. They have worked hard and successfully to produce schemes of work in response to the key issue in the previous inspection report. However, they do not monitor standards closely enough to know where the strengths and weaknesses lie and do not oversee the implementation of policies, national strategies and schemes of work to ensure consistency of approach between teachers and classes. As a result they are not in a position to target their invaluable advice and support to where it is most needed.
80. The school uses its resources and finances efficiently. In the last inspection overall financial control was good and the school gave good value for money. This remains the case and the school continues to provide good value.
81. The administration of the school is very effective and adequate systems are in place for tracking expenditure and monitoring the budget. Budget print outs are regularly produced and analysed. There is, however, a degree of misalignment between the school development plan and the budget. This is due to the fact that, whilst priorities and targets are identified in the school development plan, there is an absence of clear strategic time scales.
82. Funding for special educational needs is appropriately used. These pupils are well supported by the special educational needs co-ordinator and assistants. The school benefits from having a variety of trained and experienced classroom support assistants who help to enhance the quality of education provided for pupils.
83. The new chair of the governors' finance committee has an appropriate knowledge of the school's budget and the systems in place for financial control. The school is confident that the small deficit on current projections will become a small surplus when outstanding allocations have been taken into account.
84. The standards fund is used appropriately to further strategic educational priorities. The headteacher and governing body have been resourceful in obtaining increased

funding from a variety of local sources including the Leeds class size pledge and the working environment fund. These additional resources have been used to good effect in line with their intended purpose.

85. The school actively seeks to employ best value principles in all its activities. This is illustrated in matters related to improvements to the school premises and in the recent decision to transfer to the use of soap dispensers in cloakrooms throughout the school. This decision was based on discussion and a rounded consideration of all the relevant implications of such a change, financial and otherwise, at all times keeping pupil welfare to the forefront. In addition to this, the school conducts a beneficial leasing arrangement through the local authority, which periodically enables the bulk acquisition of up-to-date computer hardware at a manageable cost.
86. The school has prioritised the introduction of information and communications technology. The effective application of information technology is in evidence in all areas of the school including the staff room. The school has Internet access and is in the process of joining the local Intranet network.
87. There is appropriate allocation of staff to year groups and the allocation of posts of responsibility matches the training undertaken by teachers. Curriculum provision in music benefits from the specialist music teachers who visit the school and work closely with the music co-ordinator. There is a large number of support staff who have all undertaken training as classroom assistants or as special educational needs support assistants. They make a valuable contribution to the progress made by pupils.
88. Arrangements for the induction of new staff are good. There is a comprehensive staff handbook and every new member of staff is assigned a mentor. The newly qualified teacher is receiving satisfactory support and she is released for half a day per week to work on the targets in her career entry profile.
89. The alterations made to the school since the last inspection have rectified all weaknesses previously identified in the accommodation. Overall, the quality of the school's accommodation is a strength, which enhances pupils' learning significantly. In addition the high quality of displays throughout the school celebrates pupils' achievements. They engage pupils' interest and make a strong contribution to pupils' self esteem and to the education provided. However, the playground for Key Stage 1 pupils is rather small and the nursery accommodation cramped. Other teaching areas are generous and have been re-designed to give all pupils access to computers, while outdoor provision is generally good. Storage space for resources has also been re-designed and is now good.
90. The quantity and quality of resources is satisfactory overall. Provision is good in English, which has benefited from significant funding from government and school sources in the last two years. It is also good in science, art and physical education. The very good provision of music resources makes a significant contribution to the high standards in music. The level of resourcing in information technology has improved since the last inspection and is now satisfactory.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

91. The governing body, headteacher and staff should address the following:

- establish systems for short-term planning and related assessments of pupils' learning which are clearly understood and used consistently in all classes;  
(see paragraphs 34, 41, 66)
- build on existing arrangements for monitoring teaching to ensure that the quality of teaching is maintained and improved where necessary;  
(see paragraph 75)
- further develop the role of the curriculum co-ordinators in monitoring standards and ensuring that there is a consistent approach throughout the school to implementing policies, national strategies and schemes of work;  
(see paragraph 79)
- implement plans to refine the school development plan in order to provide a continuous tool for school improvement, which includes clear, manageable targets to be pursued in the short, medium and longer terms.  
(see paragraph 77)

**In addition to the key issues identified above, the following minor issues should be considered for inclusion in the action plan:**

- ensure that older pupils at Key Stage 2 receive sufficient opportunity, encouragement and guidance to improve their performance in gymnastics;  
(see paragraph 181)
- provide more opportunities for pupils to develop their skills of finding information from reference books;  
(see paragraph 113)
- develop pupils' range and ability to calculate mentally in mathematics.  
(see paragraphs 127 and 128)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	87
Number of discussions with staff, governors, other adults and pupils	40

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	44	39	5	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	300
Number of full-time pupils eligible for free school meals	0	9

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	42

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	2.7
National comparative data	5.4

#### Unauthorised absence

	%
School data	0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	12	24	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	12	11
	Girls	23	23	24
	Total	34	35	35
Percentage of pupils at NC level 2 or above	School	94 (94)	97 (93)	97 (94)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	23	24	24
	Total	34	35	35
Percentage of pupils at NC level 2 or above	School	94 (98)	97 (97)	97 (100)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	24	18	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	23
	Girls	18	16	18
	Total	40	38	41
Percentage of pupils at NC level 4 or above	School	95 (78)	90 (71)	98 (94)
	National	70 (65)	68 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	22	23
	Girls	14	16	17
	Total	34	38	40
Percentage of pupils at NC level 4 or above	School	81 (77)	90 (80)	95 (87)
	National	68 (65)	69 (65)	75 (72)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	245
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	9	0
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YN-Y6**

Total number of qualified teachers (FTE)	12.2
Number of pupils per qualified teacher	24.7
Average class size	28.25

#### **Education support staff: YN-Y6**

Total number of education support staff	15
Total aggregate hours worked per week	239

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	18

Total number of education support staff	1
Total aggregate hours worked per week	0

Number of pupils per FTE adult	9
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999-2000
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	£
Total income	568,842
Total expenditure	577,036
Expenditure per pupil	1,815
Balance brought forward from previous year	14,960
Balance carried forward to next year	6,766

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	340
Number of questionnaires returned	108

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	44	2	0	1
My child is making good progress in school.	46	51	2	0	1
Behaviour in the school is good.	53	41	4	0	3
My child gets the right amount of work to do at home.	22	53	14	3	8
The teaching is good.	50	45	4	0	1
I am kept well informed about how my child is getting on.	35	47	16	2	0
I would feel comfortable about approaching the school with questions or a problem.	58	34	7	0	0
The school expects my child to work hard and achieve his or her best.	55	42	1	0	3
The school works closely with parents.	27	56	10	2	5
The school is well led and managed.	48	43	6	0	3
The school is helping my child become mature and responsible.	48	41	6	0	5
The school provides an interesting range of activities outside lessons.	20	45	23	0	11

## **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**

92. Children under the age of five are taught in the nursery and two reception classes. Attainment on entry is similar to that normally found. Overall children attain satisfactory standards and make steady progress. They grow in confidence and good foundations are laid for future learning. The curriculum is broad and balanced and appropriate activities are provided. The provision and quality of teaching, in reception, ensures that the more able children are helped to achieve within the lower stages of National Curriculum Key Stage 1.
93. Generally children are interested in their tasks and are willing to talk about their experiences. In reception they demonstrate a sense of purpose and remain on task for an extended length of time.
94. Overall the quality of teaching is good and only a very small proportion is unsatisfactory. Curriculum planning varies in format and usefulness between the nursery and reception. The recently appointed early years' co-ordinator is aware of these differences and is to review planning formats to accommodate the statutory changes in the nursery curriculum which take effect from September 2000.
95. Great care is taken to ensure that children feel emotionally secure and happy to come to nursery. This contributes well to children's positive attitudes and ensures a firm foundation for early stages of school.
96. The transfer from home to school is managed effectively. An extensive profile of work is maintained throughout the nursery year, beginning with the outcomes of the home visit and recording regular progress using pictures, photographs and pupils' annotated work.
97. Accommodation within the reception area is good and the space is used to advantage so as to provide a well-organised learning environment with purposeful activities. The nursery appears somewhat cramped and the organisation, which tries to accommodate a wide variety of activities, becomes chaotic when children choose activities. Noise levels rise and the children often wander from one activity to another without engaging in them for any concentrated length of time, and the full learning potential is not exploited. The school is aware of this problem and is planning to refurbish and reorganise the nursery area in the near future.

### **Personal and social development**

98. The majority of children attain the nationally prescribed Desirable Learning Outcomes by the time they are five years of age. Teaching in this area of learning is good. Children in nursery are taught to work and co-operate together. Great emphasis is placed upon the need to share, take turns and listen to others. As a result children develop independence and are able to register themselves on arrival at the nursery with the assistance of parents. They retrieve and return their own resources with the help of colour coding systems and silhouetting to indicate where items belong. Children progress in their personal and social abilities and when they

transfer to reception they are ready to sit for extended periods of time, and work and play together constructively. Pupils are taught right from wrong as demonstrated by the discussion about the rights and wrongs of the actions of Goldilocks in the story of the Three Bears. Trusting relationships are evident and children recognise that their work is valued. Pupils with special educational needs are very well supported and all pupils have equal access to all activities.

## **Language and literacy**

99. Most children acquire skills well in this area and the majority attain the intended learning objectives for five year olds before they start in Year 1. Teaching is satisfactory. Within reception great emphasis is placed upon the development of language and literacy skills. By the age of five children listen attentively and readily describe and discuss events, for example the children were animated after finding 'Goldilocks' in their role-play area.
100. Reception staff planned the Goldilocks event well and capitalised on its potential by having the children, draw, write and act out the story of 'Goldilocks and the Three Bears'. The actor playing the part of Goldilocks also visited the morning nursery children. Here staff assisted children in asking questions of Goldilocks and encouraged the use of positional language such as 'over' and 'across' in describing how Goldilocks might find her way home. During the week of the inspection a local author visited the reception and nursery classes. She talked about her books and read the story which was written in rhyme. She demonstrated the make up of the book and pointed out the intricacies of the illustrations. The children were fascinated by the content of the story and appeared to delight in the rhythm of the verse. The difficult vocabulary was understood by many within the reception classes.
101. Labelling throughout nursery and reception encourages the children to recognise that print carries meaning. Reading strategies are formally taught to the children once they reach reception. Prior to that pupils have access to books but insufficient emphasis is placed upon the importance of books and the enjoyment that can be derived from them.
102. Opportunities are provided for drawing and early writing within nursery and the children are encouraged to write their names correctly and pretend to be writers within role-play areas. In reception pupils form letters correctly and attempt spelling using their knowledge of the sounds of letters to assist their writing.

## **Mathematics**

103. Most children attain the Desirable Learning Outcomes for the subject by the time they reach five years of age and many exceed these. Children build on their knowledge and skills successfully during their time in the nursery and reception. Teaching in this area of learning is good. Within reception a wide range of purposefully planned play situations, such as sorting, ordering and matching games as well as formal counting activities develop pupils' mathematical skills, language and number abilities. The oldest children work with numbers to 20. They sequence numbers in order, counting forwards and backwards and develop an appropriate mathematical vocabulary. In both nursery and reception pupils join in number games and songs. Staff readily take opportunities to develop children's understanding of number. For example, nursery children were developing number

recognition by playing a game of skittles under the purposeful direction of a nursery nurse. Recorded evidence shows children comparing the size and weight of pumpkins and measuring during cooking activities. Children in reception are confident in working with numbers up to 20.

## **Knowledge and understanding of the world**

104. Children attain the expected levels in this area of learning at age five as a result of the sound teaching that they receive. Teachers plan opportunities effectively and engage children's interest and understanding through thoughtful questioning. Development of knowledge and understanding of the world emerges through display and discussion of topics; such as the arrival of a parcel in nursery, which contained seeds and planting materials. This resulted in the children planting and preparing to observe the growth of bean and mustard seeds. Activities using mapping skills such as railway tracks and road layouts, enable pupils to understand simple plans. Children have access to computers and use them to draw, match and count, often without the help of an adult. Children are encouraged to experiment with articles provided in display such as magnifying glasses and natural materials. They develop a sense of time through recognising changes in themselves by comparing the needs of a baby with their own needs and observing seasonal changes.

## **Physical development**

105. Most children attain the Desirable Learning Objectives for five year olds by the time they leave reception and a significantly high proportion attain beyond this. Teaching is generally satisfactory.
106. Staff provide a good variety of construction toys, brushes, pencils and scissors which, together with appropriate guidance, ensures that pupils successfully acquire associated physical skills in building, drawing, painting and cutting. The content of physical education lessons is appropriate and reception children jump with good control and take their weight on different parts of their bodies effectively. The nursery has the advantage of direct access to an outside play surface where physical development is encouraged through the use large wheeled toys and climbing apparatus.

## **Creative development**

107. Most children achieve standards that exceed the Desirable Learning Outcomes for five year olds by the time they begin at Key Stage 1. Teaching is good overall. Staff plan effectively and provide many opportunities for children to develop creative skills.
108. Aesthetic and creative skills are developed well in both nursery and reception using an appropriate variety of art materials and musical instruments. There are some good examples of observational paintings of snowdrops and primroses and recorded evidence shows the good use of other media such as chalk, felt tip and crayon. Children were actively engaged in using clay and the resultant decorated pots were on display. Following the visit of Goldilocks children were drawing, painting and making moving models of characters from the story. Musical development is enhanced by visits from peripatetic teachers, visits to the theatre and by musical companies coming to the school and working with the children. Children know familiar songs well. They clap in rhythm and join in action songs enthusiastically as when they all take part in performing the story of the 'Sleeping Beauty'.

## ENGLISH

109. In the 1999 National Curriculum tests results were well above the national average at the end of both key stages. At age seven the percentage of boys and girls attaining the expected levels in reading and writing were well above the national average. Many pupils did better than this and achieved levels higher than average, where the proportion of pupils reaching the higher Level 3 was very high in comparison to the national average. Results were also well above those for similar schools.
110. At age 11 English National Curriculum results were well above average and the proportion attaining the higher Level 5 was also well above average. Boys and girls performed equally well and scores have consistently improved over the last three years. When compared to similar schools the results were well above average. These results are an improvement since the previous report in 1996.
111. Inspection evidence shows that pupils currently nearing the end of Key Stage 1 and Key Stage 2 attain above average standards. This indicates an improvement at Key Stage 1 since the last inspection, whereas above average standards have been maintained at Key Stage 2. Pupils learn effectively throughout the school and develop their knowledge and understanding well. Pupils with special educational needs are very well supported and make good progress as a result.
112. In speaking and listening standards of attainment are above average at the end of both key stages. Pupils are generally attentive, contribute to discussions, speak audibly to an audience and follow instructions carefully. Pupils across the school are able to converse well with adults. The older pupils talk and reason effectively as in a literacy lesson where they discussed Tennyson's poem 'The Lady of Shalott'. Pupils are confident when speaking and listening and show respect for both views and efforts made by their peers.
113. The standards of reading are above average at the ages of seven and 11. Many pupils enjoy literature and derive pleasure from reading. By the time they are seven many pupils read with accuracy, fluency, expression, enjoyment and understanding of the text. Older pupils read a variety of books, ranging from fiction and poetry to reference books from all areas of the curriculum. These are generally matched closely to their levels of attainment. Pupils use the library classification system but skills in scanning text to find information are insufficiently developed. The match of pupils reading materials to their abilities is good. Pupils are taught a wide range of suitable strategies, including the use of letter sounds for dealing with unknown words.
114. Standards in writing are above average at the end of both key stages. Pupils write in a range of forms and even the youngest pupils attempt report writing, for example, following the making of jelly. Pupils are encouraged to extend their writing as illustrated by the pupils' accounts of the story of the 'Iron Man'. The presentation of work is generally good with legible handwriting and appropriate punctuation. Good use is made by pupils of wordbooks and simple dictionaries to support spelling.
115. As pupils move through the school attainment is sustained and they generally make satisfactory gains in their knowledge. Many pupils write well for different purposes,

and in a wide range of styles. The writing of poetry is particularly encouraged and there are many examples including poems about the millennium, nightmares, when the wind blows and rain. Pupils are asked to review books and Year 4 pupils display some very descriptive and evaluative reviews of books they have read recently including 'Charlie and the Chocolate Factory' and 'The Lion, the Witch and the Wardrobe'. Pupils are taught skills in planning, drafting and revising texts, however there is not a consistent approach to this across the key stage and some classes place more emphasis on these aspects than others. Standards in handwriting, and presentation are more variable at Key Stage 2 but overall are good. The recent introduction of a handwriting scheme is beginning to influence pupils' performance in this area. Presentation has improved since the previous inspection. The use of spelling and punctuation is good.

116. Pupils use their literacy skills effectively in relation to other subjects. For example in geography at Key Stage 2 pupils compare life in an Indian village with their own lives. In history, Key Stage 1 pupils talk and write about medieval castles. At Key Stage 2 they find information related to mummification in ancient Egypt and recount Greek myths.
117. Some use is made of information technology for word processing, redrafting and presentation in different fonts and forms. However, these skills are not consistently taught across the school and there was little evidence of pupils compiling their written work directly on to the screen.
118. Pupils' attitudes to their work are very good. They generally work with concentration and diligence. Pupils behave well and form good relationships with their peers and teachers. Overall they take a pride in their written work, enjoy reading and generally have good work habits. By and large pupils respond well to homework challenges and parents are supportive of the school in this respect.
119. At Key Stage 1 the quality of teaching was never less than satisfactory. This is broadly similar to the position when the school was previously inspected. In two lessons out of five teaching was good and very good in one lesson out of five. Teachers demonstrate high levels of skill in developing pupils' attainment in reading and writing. Organisational strategies are good, and appropriate activities and resources are provided for pupils of all levels of attainment, including those with special educational needs.
120. At Key Stage 2 the quality of teaching was more varied but was sound overall and similar to when the school was previously inspected. In five lessons out of nine teaching was good, in two lessons it was satisfactory. In one lesson teaching was very good and in another it was unsatisfactory. When teaching is good, work is well planned and linked to appropriate levels of the National Curriculum. Where teaching is less effective the pace of the lesson is slow and the children's interests and abilities are not engaged. When this happens pupils become bored, lose interest in their activities and are noisy.
121. The school has embraced the spirit of the National Literacy Strategy and implemented it in accordance with the needs and interests of the pupils. This adaptation is well justified by the results in national tests.

122. The good resources referred to in the previous inspection have been improved further. The range and variety of books, that have been colour coded to suit different abilities, has a very positive effect on attainment and learning.
123. Currently the headteacher co-ordinates English overall with support from a colleague at Key Stage 1. Given the extent of her other duties she provides sound leadership. The monitoring of teaching has been largely informal. Monitoring to ensure consistency in approach, planning and the progressive development of skills is not yet firmly established.

## **MATHEMATICS**

124. At the end of Key Stage 1, National Curriculum test results for 1999 were well above average both in terms of the expected Level 2 and the higher Level 3. Whilst the performance of both girls and boys exceeded the national average, girls performed better than boys.
125. 1999 test results at the end of Key Stage 2 were well above average with a very high proportion of pupils attaining the higher Level 5. At both Key Stage 1 and 2 results were well above those for similar schools.
126. At both key stages there has been steady improvement in test results over the past three years.
127. Inspection evidence shows that standards achieved by pupils at the end of both key stages are above average and that they build on previous knowledge and skills effectively. This is an improvement on the situation at the time of the last inspection for Key Stage 1 whereas standards at Key Stage 2 have been maintained at above average levels. By the end of Key Stage 1, pupils understand place value of tens and units, odd and even numbers and simple fractions. They add and take away to 100 and multiply by twos and tens. Higher attaining pupils understand numbers to 1000 and can add multiples of ten to numbers up to 1000. In mental work, pupils can add and subtract using their fingers and can, "Put the big number in your head, then add on the little one", but other mental strategies are not yet secure. They are able to solve one step problems, selecting addition or subtraction correctly. Higher attaining pupils understand the connection between addition and multiplication and identify when to use multiplication to solve problems. Average attaining pupils can tell the time in quarter hours on analogue and digital clocks. They measure length, weight and capacity in centimetres, kilograms and litres. Pupils identify features of two and three-dimensional shapes. Higher attaining pupils tell the time to five-minute intervals and perform addition and subtraction operations with time.
128. At the end of Key Stage 2, pupils understand negative numbers, number sequences and prime numbers. They explain how division is related to multiplication. Pupils perform four operations with decimals and are beginning to convert between fractions, decimals and percentages. Whilst work on paper is good, pupils employment of mental skills is less satisfactory. For example, when calculating 18 per cent of 50, some higher attaining pupils could not decide whether the answer should be nine or 90. Pupils measure angles accurately and know the properties of quadrilaterals and triangles. They construct and read bar graphs and calculate averages well. Higher attaining pupils have a good understanding of probability, which they express as a percentage or a fraction; they work out the probability of one event or another occurring by adding probabilities.

129. Pupils make use of their numeracy skills across the curriculum. Measuring skills are used in both science and design and technology lessons. Pupils frequently graph their results, both manually and using information technology software. In geography, making maps uses and develops pupils' understanding of co-ordinates. Time lines are widely used in history studies.
130. Pupils, including those with special educational needs, make good progress through both key stages, and progress is enhanced still further at the end of Key Stage 2 by the way in which pupils are grouped according to ability for part of each week. Both high and lower attaining groups benefit from these arrangements.
131. The quality of teaching is good overall. At Key Stage 1 teaching was never less than satisfactory. In one lesson out of four it was good with a similar proportion of very good practice. At Key Stage 2 the quality of teaching was good in three lessons out of eight and very good in one lesson out of four. In one lesson out of eight teaching was unsatisfactory.
132. Teachers plan using the National Numeracy Framework and are beginning to introduce the three-part lesson, but in only half of the lessons seen were all three sections present. Where there is a mental starter to the lesson, teachers target quick-fire questions to involve as many pupils as possible of all abilities. These sessions allow pupils to rehearse and build on their skills effectively. In the main teaching activity, teachers explain, demonstrate, correct mistakes and use pupils' answers as teaching points. Pupils are able to offer answers, ask questions of their own and develop their understanding of the concepts being taught. Good explanations of group and extension activities enable pupils to remain on task and move on independently. Where activities are not introduced clearly, pupils are slow to settle to their tasks and waste time working out what is expected of them. In some lessons the pace in this central section remains slow, and, on rare occasions, too much time is allocated so that pupils become restless and inattentive. In general, pupils' good behaviour and strong motivation allow them to concentrate on their work. Where teachers give pupils reminders of how much time they have for their tasks, the pace accelerates and learning is even more productive. Pupils work in ability groups or in sets often in small, collaborative groups and the planning of activities to suit differing abilities helps all pupils to make progress.
133. Most lessons end with a plenary, but these are of variable quality. In the best cases, teachers pull together what has been learned and assess pupils' understanding of the concepts taught. In one lesson with low attainers, the teacher assessed how well pupils had learned to interpret graphs by getting each of them to ask the rest of the class a question about a graph. In some lessons, opportunities are missed to explore and extend pupils' understanding as the plenary only examines what pupils have done, not what they have learned, or failed to learn.
134. Assessment in the course of the lesson is frequently of good quality, as when a teacher altered her planned groups to provide more intensive teaching to those pupils whom she had identified in questioning as needing more help. Assessments made during the lesson and needing later follow up are not always recorded and are not clearly identified in subsequent planning.
135. The use of appropriate resources to support learning is variable. In some cases, resources are well organised and ready for the lesson and teachers also direct

pupils' attention to resources around the classroom which supports their learning and develops independence. In other cases, the lack of suitable resources being available to the pupils slows the pace of work and means that, as pupils cannot check their own work independently, mistakes go unnoticed.

136. The mathematics co-ordinator has linked the school's published scheme to the National Numeracy Framework. The majority of the school's spending has been on scheme books, although the co-ordinator has now drawn up a list of needed equipment. Medium-term planning for all teachers is produced by the co-ordinator. He has led the training for numeracy, but has a limited view of the implementation of the National Numeracy Strategy. He has carried out observations of teaching in a few lessons but relies on teachers' own reports to make his judgements about where help and support is required. He has a good view of pupils' attainment and progress as he monitors half-termly and annual assessments and discusses provision for any pupils with low scores, with their teachers.

## SCIENCE

137. The results of 1999 teachers' assessments indicated that at the end of Key Stage 1 pupils' levels of attainment were well above average at the expected Level 2, with the proportion attaining the higher Level 3 being above the national average. On the basis of tests at the end of Key Stage 2 pupils' attainment at both the expected Level 4 and the higher Level 5 was well above the national average.
138. At the time of the previous inspection standards at the end of Key Stage 1 were deemed to be in line with national averages, and were above national averages at Key Stage 2. Inspection evidence now indicates that pupils' attainment is above the national average at both key stages and this is an improvement at Key Stage 1. Pupils make good progress through Key Stage 1 and satisfactory progress in Key Stage 2.
139. Pupils with special educational needs are well supported and the additional help they receive in English particularly, enables them to make appropriate progress in other subject such as science.
140. By the end of Key Stage 1 pupils are able to make a simple electrical circuit to light a bulb. They sort and classify different materials and highlight the uses certain materials are appropriate for. In work on the five senses they are able to draw a diagram of an eye, with correct labelling. They begin to understand that different tastes are identified by different parts of the tongue. In conducting an experiment to show how far individuals move away from a clock before they can no longer hear it, pupils show some understanding of the need to plan an experiment, and to record findings systematically and accurately.
141. Pupils' learn effectively throughout the key stage. They set out their work more methodically, begin to make predictions before testing and practise some of the rudiments of 'fair testing.' This was well illustrated in a Year 2 lesson on the five senses investigating taste. Pupils realised the need to accurately measure, and uniformly apply, different mixtures to previously identified parts of the tongue. They quickly identified 'sweet', 'sour', 'bitter' and 'salty' tastes, and were able to talk about 'taste buds' when describing their findings.

142. At Key Stage 2 pupils effectively build on their skills, and gain a wider body of knowledge. They investigate electricity and identify 'conductors' and 'insulators'. They examine how sounds are made by vibration and develop an understanding of ways to change the 'pitch'. In work on the human skeleton pupils identify a variety of joints such as 'ball and socket' and 'hinge' and can locate examples of these. They come to understand that light travels from a source and have a better understanding of how shadows are formed.
143. Pupils use apparatus more confidently, and carry out experiments with increasing skill and accuracy. Their skills in planning and understanding 'fair tests' looking for patterns and evaluating outcomes, are developed through a carefully planned, balanced programme of activities. For example, Year 3 pupils investigate plastics, devise tests to show the properties of the material, predict outcomes, accurately record results and come to understand why the material has so many applications. Year 4 pupils conduct tests to find out how strong different kinds of paper are, and "which kitchen towel absorbed most water". In Year 5, pupils exploring sound, conduct tests that show "what I changed", "what I predicted" and "what I observed". Year 6 pupils devise tests to help them find the most effective ways of separating liquids and solids. Pupils provide detailed, clearly labelled diagrams, and develop a wider variety of ways of recording their findings.
144. In many science lessons, pupils develop their literacy skills well. They are encouraged to use correct terminology to develop their knowledge of scientific vocabulary, as in Year 6 when pupils talk about materials being 'absorbent', 'permeable' and 'opaque'. Numeracy skills are developed throughout with measurement and recording in a variety of ways. Pupils use pie charts to show proportions of time spent 'active', 'not active' and 'resting'. They use block graphs to present results from 'hearing experiments' and use computers to generate graphs showing the results of experiments on sound travelling. Pupils with special educational needs are well supported at both key stages, both at the planning stage, and as part of classroom practice.
145. Pupils demonstrate enthusiasm for the subject. They enjoy practical work and their attitudes in lessons are very positive. Simple experiments, demonstrating vibration and its effects, fascinated older pupils and looks of amazement and wonder were genuine enough. Relationships between pupils and adults are very good.
146. The quality of teaching is good at both key stages. It is never less than satisfactory. At Key Stage 1 teaching was good in two lessons out of three and at Key Stage 2 three lessons out of five were good. This indicates an improvement at Key Stage 1. The very good teaching at Key Stage 2, which was reported at the time of the last inspection, was not evident on this occasion although teaching continues to be good overall.
147. Teachers plan well and provide an appropriate range of resources. In the best lessons, high expectations, clear shared learning objectives and skilful questioning are features. In a lesson involving older pupils studying 'light', the teacher made very effective use of a video camera, linked to the television set, to demonstrate the formation of shadows. Purposeful questioning made the pupils think hard, and this, along with constant reminders about the precise use of language when explaining a point, helped pupils learn well. By the end of the lesson, many pupils could use appropriate scientific language in giving more detailed, thoughtful responses to questions posed. When probed, their understanding was generally sound.

148. Provision for science meets National Curriculum requirements. The co-ordinator is knowledgeable and enthusiastic and is well able to provide colleagues with support and advice. She has developed a subject policy and is currently building a school scheme of work around the Qualifications and Curriculum Authority guidelines. Appropriate systems are in place for monitoring teachers' planning, but there are relatively few opportunities for the co-ordinator to monitor how consistently the school policy is implemented or to determine where her support might be best directed. Suitable medium-term assessment procedures are in place which give an indication of pupils' achievements in relation to National Curriculum levels and help teachers plan work. The school has good resources for science. A very good range of visits to such places as the Photography Museum in Bradford, Fairburn Ings nature reserve, The Arc in York and Staithes on the East Coast gives pupils wide experience of 'hands on' activities and fosters good levels of enthusiasm for the subject.

## **ART**

149. Standards in art are above those normally found for pupils of this age, as they were at the time of the previous inspection. Only two art lessons were observed during the inspection. Judgements are based on these, the school's planning documentation, samples of pupils' previous work and displays of work around the school.
150. In Key Stage 1 pupils build on the skills acquired previously in nursery and in reception to good effect. For example they experiment with an increasing range of media including fabric, paper and eggshells to create an effect in producing collages of animals. They also use materials imaginatively choosing those with which to work, making their selection on the basis of colour and shape to create designs of good quality. Year 2 pupils make African masks from clay following a visit from someone from the Masai Mara. On other occasions pupils work co-operatively to create a millennium quilt and in art club they use chalk and pastel effectively to produce patterns in the style of Kandinsky.
151. At Key Stage 2 attention is given to careful observation and detailed recording of the shape and contours of natural and man-made objects. Years 3 and 4 pupils in 'options' sessions choose from a range of items to provide subjects with which to work and select from chalk, pastel, paint or crayon as the most appropriate medium. Observational skills are developed effectively in the older pupils' 'optional' art sessions where those in Years 5 and 6 are encouraged to note finer details of tone, shade and line as they work. They apply themselves conscientiously and as a result produce sound three-dimensional representations of bottles, depicting difference in light and reflection.
152. There is a wide range of work of a high standard displayed around the school, illustrating different techniques and often completed in connection with other subjects and events. For example Year 3 pupils create self-portraits in connection with a topic on 'ourselves'. They develop their skills in collage work when they represent animals using leaves and petals related to work in science and make stained glass windows following a visit to a church. Pupils in Years 3 and 4 print from tiles based on traditional Indian patterns creating effective designs. They create Egyptian-style drawings in charcoal and pastel and represent the story of Osiris in imaginatively produced collage. In Year 5 pupils use sketch books in which

to record their work. They also produce designs depicting Greek patterns with care and decorate plates accordingly. Pupils in Years 5 and 6 make masks for actors in their history topic on ancient Greece and others design and decorate Greek pots and vases.

153. It was not possible to make a judgement on the quality of teaching at Key Stage 1 as none was seen. In the two lessons observed at Key Stage 2 teaching was sound. Teachers possessed clear knowledge of the subject and were therefore able to offer timely advice and guidance on how pupils might develop their pictures. Pupils evaluated their work critically with the help of teaching and support staff and most accepted advice readily on how they might improve. As a result pupils worked well together. They maintained good levels of concentration and made sound progress.

## **DESIGN AND TECHNOLOGY**

154. Only one lesson was observed during the week of the inspection. It is not possible, therefore, to make a judgement on the standards of teaching or learning. There is sufficient evidence of work around the school, however, to judge attainment.
155. Standards in design and technology at the end of both key stages are generally what would be expected of pupils of this age. The previous inspection judged pupils' attainment to be above national expectations. Opportunities are provided for pupils to work with a variety of materials in good range of contexts. However, there are fewer opportunities for pupils to design what they intend to make and to refine these as necessary. Evidence of work is particularly strong at Key Stage 1. This includes designing and making spectacles in Years 1 and 2 and making castles with drawbridges in Year 2. There is less evidence at Key Stage 2, although there is a pyramid, a sarcophagus and a mummy, produced as part of the topic on ancient Egypt. Pupils are encouraged to make things at home and the 'Technology Challenge 2000' competition held over the half term break preceding the inspection week showed many interesting entries.

## **GEOGRAPHY**

156. Only one lesson was observed during the inspection, but from discussions with pupils, staff, and scrutiny of pupils' work and teachers' planning documents, the evidence indicates that standards of attainment are in line with those usually found in pupils of this age. This is a similar position to that at the time of the last inspection. Over time pupils build on existing knowledge effectively.
157. During Key Stage 1 pupils widen their understanding of the local area. They study the characteristic features of their immediate locality through walks from school to such places as the old people's home, and the local Catholic and Anglican churches. They draw maps using appropriate symbols and show a key. Pupils become aware of other places. They look at Skipton Castle and consider the reasons for it being built in that place. They compare life in the castle to life in modern homes today.
158. At Key Stage 2 pupils learn about other countries through their study of a village in India and the comparisons they make with city life in India. Their ability to draw accurate plans and read maps increases steadily towards the end of the key stage. Field trips and residential visits are well chosen and contribute significantly to pupils'

knowledge and understanding. Pupils plan the journey to Llandudno using specific road directions. They use simple grid references and co-ordinates to specify locations. During the annual residential visit to Ingleborough, pupils undertake a village study and make comparisons with Garforth. They use ordnance survey maps to plot routes to Ingleton, and to locate the Ribbleshead Viaduct. They appreciate that features of places and aspects of life may be similar to, or different from, those of their own locality.

159. Work in geography contributes well to pupils' literacy skills. Pupils make up letters from people living in India, describing life there. They compose verse to describe their feelings and emotions when caving. They develop their 'geographical' vocabulary when studying rivers and use words such as 'erosion' and 'confluence'.
160. Discussions with older pupils revealed enthusiasm for the subject and pupils were able to talk at length about their residential trips. The value of these trips was well demonstrated by their clear recollection and description of many of the activities they enjoyed. Pupils felt they had worked hard, enjoyed the teamwork and 'social' activities, and in the words of one "it could not have been better!"

## **HISTORY**

161. Few lessons were seen in history during the inspection because of timetabling arrangements, all of these being at Key Stage 2. Judgements are based on these lessons, examination of pupils' previous work, discussions with pupils, teachers and the subject co-ordinator.
162. At Key Stage 1 the good standards reflect the position at the time of the last inspection. At Key Stage 2 standards were judged to be above expectations in the last inspection report. They are now in line with those expected for pupils of this age.
163. Pupils at Key Stage 1 describe in a variety of ways what life in a mediaeval castle was like and how it differs from life today. They use technical vocabulary with increasing confidence, for example, in Year 1 pupils describe life in the castle and refer to the 'dungeons' and 'dayroom' while in Year 2 writing includes a description of the castle's 'crenellations'. In this work pupils make good use of the first-hand evidence they gathered in their visit to Skipton Castle. As part of their millennium celebrations, pupils made timelines stretching back to 1900. Samples of work show good acquisition of skills and understanding from Year 1 to Year 2.
164. Standards at Key Stage 2 are as expected for the age of the pupils. Timetables show that less time is spent teaching history skills since the introduction of the National Literacy and Numeracy Strategies. Historical contexts are used for work in literacy in upper Key Stage 2, for example when pupils recount Greek myths, or organise facts about life in ancient Greece into report form. In Years 3 and 4, literacy skills are put to good use in researching information from non-fiction books about the process of mummification.
165. In Years 5 and 6, pupils are able to compare life in different ancient Greek city states. They explain how archaeology has helped us to find out about Greek culture and can talk with confidence about the influence of Greek architecture on present day buildings, using terms such as 'Ionic' and 'Doric'. In Years 3 and 4, pupils studying the ancient Egyptians have a good knowledge of everyday life and beliefs of the people. Having studied the story of the discovery of Tutankhamun's tomb, they are able to appreciate different perspectives of events.
166. Teaching is satisfactory at Key Stage 2, with examples of very good practice in Year 4. Teaching enlivens the study of history and engages pupils' interest. As a result pupils enjoy history. They listen attentively and answer questions enthusiastically. Pupils apply themselves well and work with good concentration, co-operating effectively when required to do so. Teachers make good use of information technology in some lessons to give access to different sources of information and to motivate pupils. Teachers extend pupils' understanding through searching questions, for example asking them to explain the use of oils in mummification by relating this to how they may use oil on their own bodies. Tasks are often differentiated so that all pupils can access the same historical concepts and good use is made of teaching assistants to support pupils who have special educational needs, so that their progress matches that of other pupils in the class.

## **INFORMATION TECHNOLOGY**

167. Although standards of attainment in information technology at the end of both key stages are generally in line with national expectations, there are some distinct strengths within the subject. The previous inspection found that, although standards were in line, there was a lack of challenge for the more able pupils. This is no longer the case and pupils are encouraged to develop their knowledge and understanding at whatever level is best suited to their needs. The report from the previous inspection did not mention the whole range of the information technology curriculum, and there are still gaps, particularly at Key Stage 2 where the area of monitoring is insufficiently covered. The school plans to rectify this gap later in the year.
168. By the end of Key Stage 1, pupils have the basic skills needed to operate a computer. They compose music using a suitable program, play and refine their pieces. They 'paint' pictures in the style of Monet, collect data and produce graphs showing, for example, different hair colour or their favourite breakfast cereal, and word process for a variety of purposes. There are examples of control technology, where pupils have programmed a robot to design different patterns. There is less evidence of modelling at either key stage.
169. By the end of Key Stage 2, the majority of pupils have developed reasonable keyboard skills. They change fonts, altering size and colour. They cut and paste text and import graphics with confidence. During this key stage, pupils further refine their skills in using information technology. In Year 3, they design and print name badges, using different logos. Throughout the key stage pupils continue to use the computer to handle information, although the range of graphs produced is limited. They research information and design questionnaires.
170. The quality of teaching is good overall with an example of very good teaching at Year 3 during 'options' sessions where pupils can choose from a range of activities. Where teaching is most successful teachers prepare very well. They explain the tasks clearly to pupils and have sufficient knowledge of the subject and of the way in which pupils learn, to enable them to provide good advice and support for pupils as they work. This results in pupils' motivation and interest remaining high and ensures effective learning. Pupils apply themselves well and share resources fairly.
171. The school has been involved in a recent project sponsored by a local supermarket and is a pilot school for Leeds Intranet. Resources are good and make a positive contribution to learning. Links with neighbouring schools to purchase more specialist resources is a strength. It is a developing subject, the importance of which is fully acknowledged by the school.
172. The introduction of specially designated areas for information technology where pupils work in groups, makes the best use of opportunities to develop specific skills. The support given by staff and a volunteer parent helper has a positive effect on standards. There is too little use of computers within individual classrooms. There are a number of displays around the school which reinforce the importance of the subject. These include music compositions, graphs of hearing tests and designs for castles in Key Stage 1; and charts recording the lengths of various body parts and word processing at Key Stage 2. Information technology is used very effectively to support other subjects. As well as the links already mentioned, information gathering aids pupils in science and history, symmetry and number sequences develop mathematics and a good range of programs are used to support pupils with special educational needs.



## **MUSIC**

173. Overall pupils make good progress in music so that at Key Stage 1 they attain standards that are in line with those expected for their age. At Key Stage 2 they exceed standards expected of pupils of this age. This is particularly so in the playing of tuned and untuned instruments individually, and as part of an orchestra.
174. At Key Stage 1 pupils build appropriately on their earlier musical experiences in the reception class. They sing tunefully and enthusiastically. They respond well to rhythm and the beat of music. By Year 3 pupils are confidently singing in four part rounds. As they progress through Key Stage 2 pupils recognise change in tempo and follow simple notation which denotes long and short notes.
175. They recognise different tones in the music, identify and name instruments and respond to mood. For example in Years 5 and 6 pupils listened to Aaron Copeland's 'Fanfare for the Common Man' and appreciate and respond to the feeling of the music. Pupils make steady progress so that in the upper years of Key Stage 2 pupils can clap irregular rhythms. Many pupils take advantage of the extra-curricular musical tuition on offer at the school and learn to play a woodwind or stringed instrument. This results in a very competent school orchestra who follow musical notation correctly and confidently. The performance of this group is very good and is a testament to the specialist teaching they receive before, after and during school time.
176. Pupils generally enjoy singing and making and listening to music. Good behaviour supports their learning and this is reflected in the quality of their work and the progress they make.
177. Overall the teaching is at least good and in one lesson out of two it is very good. This consistently high quality teaching is the single greatest contributory factor to the standards attained by pupils. Teachers' planning is based upon a commercial scheme of work, which has provided teacher confidence, knowledge and understanding. Teachers make a point of using precise musical language and this enhances the pupils' literacy skills, as does the reading of words from an overhead projection.
178. At the time of the previous inspection it was recognised that the quality of provision was very high and that music was clearly a strength of the school. These standards have been maintained.

## **PHYSICAL EDUCATION**

179. Standards in physical education are similar to those normally found in pupils of this age, but with some weaknesses in gymnastics at Key Stage 2. It was not possible to see all aspects of physical education during the week of the inspection but examination of the school's detailed planning indicates that an appropriate curriculum is followed.
180. Pupils at Key Stage 1 build well on skills learnt earlier. In games lessons they throw and catch balls and bean bags with good control after warming up by running, hopping, jumping and dodging in well co-ordinated movements. They consolidate their learning by co-operating effectively in a simple game. In gymnastics the youngest pupils learn to balance on flats and points of their bodies and the majority

do so effectively. However the pace of learning slows as pupils wait for a fairly long period whilst items of apparatus are distributed and as a result pupils do not achieve as well as they could. As they pass through the key stage pupils develop their balancing and travelling skills effectively. Pupils at the end of Key Stage 1 learn the correct way to perform standard forms of balancing such as the 'pike', 'line', 'star' and 'tuck' balance which they do with good control extending movements effectively on to large apparatus.

181. At Key Stage 2 pupils develop their games skills further. They work with large balls developing throwing and passing skills for games such as netball. They throw and catch in a variety of ways and over increasing distances with reasonable accuracy and satisfactory co-ordination. The quality of learning is less successful in gymnastics. Although the majority of pupils make satisfactory gains in knowledge and skill a minority do not make the progress that they could. They roll and balance and develop simple sequences linking both types of movement but where pupils spend time queuing whilst awaiting their turn on the apparatus the pace of learning slows. Pupils enjoy the subject and co-operate effectively when required to do so but the quality of movements performed by some of the older pupils is unsatisfactory. They do not think carefully enough about what they do, to ensure that performance is of a high quality. In addition they are given insufficient opportunity to evaluate their own work or that of others in order to develop their technique. The school has identified problems in this aspect of physical education and plans measures to address the shortcomings.
182. Swimming took place during the period of the inspection but was not observed. School records show that the majority of pupils who leave the school are able to swim at least the required distance and many achieve well above this. The school assesses pupils' performance in this area closely in order to decide which pupils would most benefit from swimming lessons.
183. The quality of teaching is satisfactory overall but with weaknesses in gymnastics. In a minority of lessons teaching was good and in the remainder it was satisfactory. The quality of planning varies considerably. In the best lessons plans are detailed and learning objectives clear. Where teaching is most successful teachers ensure that there is variety in the challenging activities provided and that lessons move along briskly. They provide effective guidance to pupils on how they might improve, and encourage pupils to think carefully about their performance as in a lesson involving Year 2 pupils. In some lessons however, staff do not provide sufficient guidance themselves or give pupils the opportunity to evaluate their own movements or those of others. Where staff do not change into appropriate footwear pupils are not encouraged to view the subject to be of sufficiently high status to warrant their best efforts and so they do not apply themselves as well as they might. In addition in some lessons pupils continue to wear jewellery which is a health and safety hazard and contravenes school policy.

## **RELIGIOUS EDUCATION**

184. Standards in religious education are in line with the requirements of the locally agreed syllabus for Leeds. The previous inspection found standards to be sound, but although Christianity was covered thoroughly, the report made no specific mention of other religions. In addition to Christianity, Judaism and Islam are now also studied: the latter linked to a geography topic on India. The school intends to widen their study of other major world religions. The two strands of the locally

agreed syllabus, of learning both about, and from, religion are suitably covered. As a result pupils leave the school with a sound knowledge of Judaism and Islam and a good knowledge of Christianity. The oldest pupils make effective comparisons between Christianity and the gods of the ancient Greeks in connection with their work in history. They also consider topical issues such as the current situation in Mozambique. Pupils relate this to their own relatively secure situations, which contributes effectively to their moral and social awareness. They discuss how they might help raise money in order to alleviate the plight of those left homeless by the floods.

185. The quality of teaching is good at Key Stage 1, and satisfactory at Key Stage 2. Lessons are carefully planned and teachers' knowledge and understanding of the subject are generally good. In the best lessons at both key stages, the teacher's imaginative approach and enthusiasm are infectious; these are real strengths of the subject. As a result pupils are interested and attentive and are eager to contribute. They reflect thoughtfully on moral issues raised and work well co-operatively where the tasks require them to do so. Good lessons were observed in Year 5, where pupils experienced some of the symbolism and ritual of the Christian communion service and in Year 2, where they built an Ark to house the Torah they had made, containing rules for living composed by the pupils.
186. However, religious education does not have sufficient status in all classes and there are examples of written work in topic books mixed randomly with that of other subjects.
187. Religious education makes a positive contribution to pupils' spiritual, moral, social and cultural education. Pupils are encouraged to reflect and to appreciate the feelings of others and the extent to which they care for each other is very evident. The range and quality of resources are good and effective use is made of visits, whether to Liverpool Cathedral, a local church or synagogue. Visitors to the school equally enrich the curriculum.