

INSPECTION REPORT

IRELAND WOOD PRIMARY SCHOOL

Leeds

LEA area: Leeds

Unique reference number: 107896

Headteacher: Mr A Pendlebury

Reporting inspector: Mr A J Dobell
10373

Dates of inspection: 18th and 19th September 2001

Inspection number: 196992

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr N Brown
Date of previous inspection:	April 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated on the northern outskirts of Leeds. The local authority uses this school as a resource for physically disabled pupils. It has 277 pupils on roll, with slightly more girls than boys. The school is bigger than the average primary school. Most pupils come from the surrounding area, a mixed area of privately owned and rented housing, although physically disabled pupils come from a wider area. Overall, the socio-economic background of the school's pupils is below the national average. The attainment of children is below average when they enter the school.

Almost one quarter of the pupils come from an ethnic minority background and some stay in the school for a relatively short time. About 20 per cent of the pupils speak English as an additional language, which is high in relation to the national average. Three pupils are at an early stage of learning English. Some 17 per cent of pupils are eligible for free school meals, which is about the national average. The school has eight pupils with physical disabilities. There are 57 pupils on the school's register of special educational needs and, at 20.6 per cent, this is broadly in line with the national average. However, 27 of these are at stages 3 to 5 of the special educational needs Code of Practice which indicates that they need extra support to learn effectively. Of these, 14 pupils have statements of special educational needs and, at five per cent, this is well above the national average. The nature of special educational needs includes physical disability, dyslexia, autism, emotional and behavioural difficulties and speech and communication difficulties. About 15 per cent of pupils left or joined the school during the course of the school year in 1999-2000, but this did not have a significant impact on levels of attainment.

HOW GOOD THE SCHOOL IS

This is a very effective school with many strengths and no significant weaknesses. Standards of attainment in the National Curriculum tests for pupils at the end of Years 2 and 6 have consistently been above the national average and well above the averages attained in schools which draw their pupils from similar backgrounds. Overall, pupils make very good progress in their learning. This is not least because the school is very effective in including all individuals and groups of pupils in all its activities.

The headteacher, very well supported by his deputy and other colleagues, provides excellent leadership. The quality of teaching is very good. As a result, the school is a lively and friendly community and pupils enjoy their time there. The school has an above average income, but this is largely explained by the provision for its physically disabled pupils and its provision for special educational needs. Given its high standards of attainment, the very good level of improvement since the school's first inspection, and the very good quality and range of the learning that it promotes, the school gives very good value for money.

What the school does well

- Very good teaching results in high levels of attainment for all groups of pupils.
- The rich curriculum offered results in very good behaviour and attitudes to learning.
- Pupils develop very well both as individuals and in their academic standards because of the school's carefully structured systems of care and support.
- All pupils are treated as individuals and the school seeks to ensure that all pupils reach their full potential.
- The high standards that the school achieves throughout its work are underpinned by the headteacher's excellent leadership and the very good support that he receives from his deputy and all staff.

What could be improved

This school has no significant weaknesses.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved very well in all areas of its activity since it was first inspected in April 1997. Overall, standards of attainment have improved at the ages of seven and eleven. The key issues for action from that inspection have been taken seriously and addressed successfully. The quality of teaching has improved, as have standards of attainment. There are excellent systems for monitoring the effectiveness of teaching and learning. The school has improved its provision for information and communication technology and this is now outstanding. Together with the library, they form an excellent resource for independent learning. The outdoor facilities for the Reception class have been improved and are now very safe. Assessment systems have been improved and are now very effective in promoting progress for all individuals and groups of pupils. The school has the capacity to maintain its high levels of performance and to go on to improve further.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	B	C	C	A	very high A*
Mathematics	B	B	A	A	well above average A above average B average C below average D well below average E
Science	B	B	A	A*	

Since the school was first inspected, standards of attainment, as measured in the National Curriculum tests at the end of Years 2 and 6, have improved overall. They have consistently been well above the national average at the age of seven and mostly above the national average at the age of 11. Science is not examined in the National Curriculum tests at the end of Year 2, but teachers' assessments in 2000 judged attainment in science to be very high in relation to the national average. Very high (A*) means that the school is in the top five per cent of all schools. In 2001, the results at the end of Year 2 were marginally lower than those attained in 2000. This is because a higher than usual proportion of pupils in the year group have special educational needs. These pupils have made good progress during their time in the school. Attainment at the age of 11 in 2001 improved well over that achieved in 2000 and the school comfortably achieved its demanding agreed targets in English and mathematics. The attainment of pupils at the end of both Years 2 and 6 compares very well with the averages achieved in schools which draw their pupils from similar backgrounds. Evidence from the inspection is that attainment in English, mathematics and science is above average at the end of Year 2 and well above average by the end of Year 6.

Children under the age of five make good progress in their learning in the Foundation Stage and most have achieved expected standards by the end of the Reception Year. By the age of seven, pupils have made further good progress and they go on to make very good progress between the ages of seven and eleven. Attainment in information and communication technology is well above expected standards by the ages of seven and eleven and attainment in religious education is above that normally found for pupils aged seven and eleven following the Leeds agreed syllabus for religious education. Attainment throughout the school in art and design, geography, music and physical education exceeds expected standards. Pupils with special educational needs make good progress in relation to their prior attainment throughout the school, not least because of the school's very well planned provision and the very good support that they receive from non-teaching assistants.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school and work at their lessons with interest and enthusiasm.
Behaviour, in and out of classrooms	Behaviour is very good both in and out of class and has a positive effect on the quality of the education that the school offers.
Personal development and relationships	Relationships between pupils, and between pupils and adults, are very good. Pupils have an excellent understanding of the impact of their behaviour on others.
Attendance	Attendance is above the national average.

Pupils throughout the school give each other a high level of support both in and out of class. There have been no exclusions in recent years because of the very good conduct which results from the school's expectations and ethos. The very good relationships which are evident throughout the school mean that pupils enjoy school and want to attend.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

The overall quality of teaching is very good throughout the school and the small amount of unsatisfactory teaching found in the previous inspection has been eliminated. In this inspection, all lessons had teaching which was at least satisfactory, 97 per cent was at least good and some two thirds was very good or excellent. This very good teaching results from a high level of subject knowledge and understanding, careful planning which results in imaginative and stimulating learning experiences, the very good relationships which mean that adults and pupils are united in the joy of learning and the high expectations for behaviour and effort. The use of support staff is excellent.

English and mathematics are taught very well, and teachers have a very clear understanding of how the National Literacy and Numeracy Strategies promote high standards. All groups of pupils, including those with special educational needs and those for whom English is an additional language, are fully included in teaching and learning. Pupils throughout the school enjoy learning of high quality.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a rich curriculum to all its pupils. Teachers plan lessons which are stimulating and imaginative.
Provision for pupils with special educational needs	There is very good provision for pupils with special educational needs and, as a result, they make good progress in relation to their prior attainment.
Provision for pupils with English as an additional language	There is very good provision for pupils for whom English is an additional language. Their attainment is in line with their abilities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils develop very well as individuals. The provision for pupils' spiritual, moral and cultural development is very good: the provision for social development is excellent.
How well the school cares for its pupils	Pupils receive excellent educational and personal support. Teachers know their pupils very well and provide a rich and stimulating learning

	environment.
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The school's curriculum meets all statutory requirements. It is broad, balanced and relevant and is carefully designed to meet the needs of all individuals and groups of pupils in the school. All are fully included in the school's activities. Pupils receive a very high standard of care and parents appreciate this. The school has very effective links with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, very ably supported by his deputy and all his colleagues, provides excellent leadership and management. The school's very good rate of improvement since its first inspection is the result of his clear-sighted leadership and management.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities well. Governors have a good understanding of the school's strengths and needs and share its aims and values.
The school's evaluation of its performance	The school's systems for analysing and evaluating its performance are outstanding. This information is then used very effectively to determine priorities for future development.
The strategic use of resources	The school uses its physical and human resources very effectively. Management is alert to the need to obtain best value from its expenditure.

Leadership and management are major strengths of the school. The headteacher has an excellent grasp of the school's strengths and opportunities for development and, together with his colleagues, runs a caring school which seeks the best for all its pupils. The governing body supports the school's aims to produce rounded, well-educated and responsible pupils who respect themselves, their friends and community and the wider world. The school is very well staffed to teach the National Curriculum and religious education: its accommodation is generous and used very effectively and the quality and quantity of learning resources are very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Behaviour is good. • Teaching is good and children make good progress. • Children are expected to work hard and do their best. • The school works closely with parents and they are kept well informed about their children's progress. • Parents feel comfortable when approaching the school. • The school is well led and managed. • Children become more mature and responsible and enjoy a good range of activities outside lessons. • Children like school. 	<ul style="list-style-type: none"> • Some 15 per cent of those who responded to the questionnaire have concerns about the amount of work children are asked to do at home.

The school distributed 280 questionnaires and 128 were returned (45.7 per cent). The parents' meeting held before the inspection was attended by 11 parents.

The inspection team supports the positive views expressed by parents. Inspectors judge that the school uses homework very effectively to support learning.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Very good teaching results in high levels of attainment for all groups of pupils.

1. The quality of teaching has improved markedly since the school's first inspection. Then, while 97 per cent of teaching was at least satisfactory, only 17 per cent was very good or excellent. During this inspection, all teaching was at least satisfactory and 97 per cent of teaching was at least good, with just over half being very good and some 14 per cent being excellent.
2. This highly effective teaching is rooted in thorough planning. Comprehensive long and medium term curricular plans are used to create clear lesson plans which identify the learning objectives for the lesson and clarify precisely how these objectives are to be achieved. Different work is planned for the different ability groups within the class so that all pupils are challenged appropriately and enabled to make effective progression in their learning. The planning of future lessons is then guided by an analysis of the progress that each pupil is making.
3. Throughout the school, teachers have a well above average knowledge and understanding of the subjects that they are teaching. For example, in a very good numeracy lesson in the Reception class, the teacher used her very good knowledge and understanding of the Early Learning Goals for this age group effectively, enabling her to provide relevant and interesting practical activities to support learning. In a very good literacy lesson in Year 2, the teacher's clarity of questioning challenged pupils to think through their responses carefully when answering questions about their reading. In an excellent religious education lesson in Year 4, the teacher's outstanding knowledge of five different faiths, careful planning and highly skilled management of the lesson resulted in learning which was far above the quality normally found.
4. Very good teaching is supported by high expectations for pupils' behaviour and effort. These expectations are applied consistently throughout the school so that pupils work with impressive levels of interest and concentration. As a result, their knowledge and understanding develop systematically in all subjects. This very good learning is supported by an effective emphasis on the use of accurate technical and specialist vocabulary throughout the curriculum. Teachers provide extra work to extend learning for pupils who complete the set work quickly. Pupils are used to working hard and, as a result, expect to be challenged and not to waste time.
5. These high expectations are realised because teachers plan imaginative learning activities. These engage pupils' interest and motivate them to work hard and maintain concentration and interest. For example, in a very good numeracy lesson for pupils in Years 3 and 4 who need extra support, the teacher used large dice and skittles to support number work. As a result, the pupils worked with enjoyment and enthusiasm. Their keenness to take part in the 'games' meant that they were reinforcing their understanding and extending their knowledge almost without being aware that they were learning. Throughout the school, there is very effective use of quality learning resources to promote learning and progress. Lessons proceed at a brisk pace so that pupils need to maintain concentration in order to keep up. Excellent use is made of the very good support staff to help both individuals and groups of pupils in their learning. The school uses homework very effectively to support learning.
6. This highly effective teaching and learning throughout the school results in standards of work which are well above average by the time that pupils leave the school. Children in the Reception class are on line to achieve the early learning goals set for them by the time they begin their work on the National Curriculum. By the age of seven, pupils mostly attain standards in the National Curriculum tests which are well above the national average. By the end of Year 6, these standards are normally at least above the national average. In 2000, they were well above the national average overall. In 2000, the last year for which this comparison

is available, at the end of Year 2, attainment in reading and writing was very high in relation to the averages attained in schools which draw their pupils from similar backgrounds. Attainment in mathematics was well above that average. At the end of Year 6 in 2000, attainment in English and mathematics was well above the averages attained in similar schools, while in science, it was very high in relation to that average. Where attainment is described as very high, this means that it was in the top five per cent of schools in that category.

7. In 2001, attainment at the end of Year 2, as measured in the National Curriculum tests, worsened slightly by comparison with 2000. This is because a higher proportion of pupils in that year group are on the school's register of special educational needs. In fact, these pupils had made good progress since entering the school three years earlier. Attainment at the end of Year 6, as measured by the National Curriculum tests, improved overall in 2001 by comparison with 2000. Again, pupils in this year group made very good progress in their learning as they moved through the key stage.
8. Evidence from the inspection is that attainment in information and communication technology is well above expected standards. Attainment in art and design, geography, music and physical education is above expected standards, while in religious education, pupils attain higher standards than those expected for pupils following the Leeds agreed syllabus for religious education. It is the very good quality of teaching and the interesting and challenging learning activities provided in these subjects which enable pupils to achieve these impressive standards.

The rich curriculum offered results in very good behaviour and attitudes to learning.

9. The school's curriculum meets the statutory requirements of the National Curriculum and the requirement to teach religious education. An appropriate time is devoted to each subject for it to be taught effectively. Teachers have a very good understanding of the National Strategies for Literacy and Numeracy and use them very effectively to promote high standards. Pupils in the school enjoy a rich curriculum which provides interesting and stimulating learning experiences. For example, in a literacy lesson for lower attaining pupils in Years 5 and 6, one pupil, in conversation with an inspector, said " I like Anne Fine books because you feel you are really there in the story". Staff work hard to create an attractive and encouraging learning environment by their use of displays which celebrate pupils' previous work.
10. A notable feature of this richness is the school's provision for information and communication technology. A computer suite with 19 computers provides excellent facilities for specialist teaching of skills. In addition, a smaller computer suite in the library supports individual research and independent learning. The specialist teacher for this subject teaches all classes from Year 1 to Year 6 during the course of the week, supported by the class teacher. As a result of this provision, pupils' attainment in this increasingly important subject is well above that normally found. Throughout the school, very good opportunities are taken to use information and communication technology to support learning in the other subjects of the curriculum. This increases pupils' skills in using this new source of information as well as making learning across the curriculum more interesting.
11. The school provides facilities for individual research which are well above average. Pupils from Year 2 to Year 6 are given structured opportunities to use the library for individual research. With effectively targeted support, they gain experience in accessing different sources of information including books and the Internet. As a result, they are given very good opportunities to develop skills as independent learners. The school has been very successful in addressing the key issue from its first inspection which was concerned with independent learning.
12. The learning experiences of pupils are enriched further by a wide-ranging provision of activities outside lessons. There are a number of extra-curricular clubs including a range of sporting and musical activities as well as French and Art clubs, an environment club and Indian stick dancing. Booster clubs for literacy and numeracy are very well attended. Pupils have opportunities to experience competitive sports and to take part in musical activities outside school. Outside coaches help to develop skills in a range of physical activities. The school

puts on a range of music and drama performances during the course of the year and a wide range of visits and visitors enhance learning for pupils throughout the school.

13. These busy and varied curricular experiences result in pupils having very good attitudes to school and to learning. Pupils' enjoyment of school is illustrated by the fact that attendance is better than the national average. Pupils enjoy school because they are fully engaged both in lessons and in activities. As a result, their behaviour is very good and exclusions are unknown. Pupils are co-operative and responsible in their conduct, both in and out of class. They are courteous to each other and to adults and welcoming to visitors. They quickly volunteer to help and anticipate needs, for example, to hold doors open. They show impressively caring attitudes to each other, to their local community and to the wider world in which they live.

Pupils develop very well both as individuals and in their academic standards because of the school's carefully structured systems of care and support.

14. The school's systems for promoting pupils' academic and personal development are excellent. Systems for tracking the progress of individuals and groups of pupils are a major strength of the school. The school has systems in place to track progress in English and mathematics in detail. A means of tracking progress in information and communication technology has been recently introduced. Other subjects are tracked through an 'assessment map' by, for example, end of topic tests. Portfolios of work in different subjects are maintained and are graded in terms of National Curriculum levels, so that teachers have points of reference when establishing standards and measuring progress.
15. This information is then used to guide the planning of future work. Where pupils are making more rapid progress than expected, reasons for this, for example, the teaching styles which led to it, are analysed, and the reasons for this success are shared with colleagues. On the other hand, if progress is less good than expected, the reasons for this are analysed and appropriate support is provided.
16. The personal development of pupils is promoted in a range of ways. The teaching of Personal, Health, Social and Citizenship Education is carefully structured to develop personal responsibility. Parents at the meeting held before the inspection commented on the responsible and caring attitudes that pupils adopt towards each other. At the same time, wider responsibilities, for example towards the environment, are developed. The ethos of personal responsibility is underpinned by the school's Code of Conduct - 'The Ireland Wood Way'. Pupils take this seriously and will quote it to explain their attitudes and actions.
17. This individual responsibility is developed further by the school's very good provision for pupils' spiritual, moral, social and cultural development. The provision for spiritual development is very good and is fostered in assemblies which include opportunities for reflection. Further opportunities for spiritual development are taken throughout the curriculum. The provision for moral development is very good and pupils have a clear understanding of right and wrong. They bring sound moral values to considerations of issues in the school and to the world in general. The school's provision for social development is excellent. Pupils have a wide range of opportunities to develop social skills and experience responsibility both inside and outside the classroom. The provision for cultural development is very good and pupils develop a very good quality of understanding of their own and others' cultural traditions through subjects including religious education, art and design, music and English.
18. The school's commitment to the personal and academic development of its pupils is illustrated by its participation in the recently introduced project 'Investors in Pupils'. Indeed, this school was the first one to achieve the Investment in Pupils standard. Classes make a commitment to develop all their members. They create a 'Class Development Plan' which establishes targets for learning, behaviour, attendance, classroom management and induction for newcomers. Assessment indicators are established and all people and pupils involved in the class have their training and development needs regularly reviewed. Training needs are identified and clear and achievable, but not easy, targets are established. Pupils then assess to what extent the targets have been achieved and may consider, for example, the cost effectiveness of the resources and time that have been needed to achieve a particular target.

19. This programme is a powerful tool in developing a sense of personal responsibility, at an appropriate level, in pupils of all ages. Together with other initiatives, it develops very good relationships throughout the school. Relationships between pupils and between pupils and adults are exemplary and have a positive impact on standards of attainment and the quality of pupils' educational experiences. A further effect is that pupils throughout the school have an excellent understanding of the impact of their behaviour on others and an excellent appreciation of and respect for others' values and beliefs.

All pupils are treated as individuals and the school seeks to ensure that all pupils reach their full potential.

20. Parents at the meeting held before the inspection commented that the school treated children as individuals. They appreciated the support that each child received and that individual needs and talents were acknowledged with an appropriate level of challenge being set for all children, with support being available where necessary.
21. The school supports pupils as individuals in a range of ways. These promote progress and help pupils to derive the most benefit from their time in the school, both as individuals and in terms of attainment. Central to this is the school's ethos which is one of high expectations within a secure and stimulating learning environment. This enables pupils of all abilities and talents to develop at their own pace and to go on to realise their full potential.
22. Equality of access and opportunity is a key focus for the school. Almost a quarter of the pupils in the school speak English as an additional language. The needs of each of these pupils are identified early and individual and specific action plans are put into place to plan and track their progress. Detailed monitoring ensures that pupils make good progress and enables new targets to be set. About one fifth of the school's pupils are on the school's register of special educational needs. Their needs are assessed individually and appropriate support is put into place. Their progress is monitored carefully and targets are adjusted in the light of the progress being made. These pupils make good progress in relation to their previous attainment because of the very good provision made for them.
23. The school is a resource school for pupils with physical disabilities and is very well equipped to meet their needs. These pupils have full access to all the school's activities. For example, if they are withdrawn from class for physiotherapy, care is taken to ensure that a rolling programme means that they are not withdrawn from the same subject on each occasion. Further, pupils with physical disabilities attend the Year 6 visit to an outdoor pursuits centre. These pupils make progress at the same rate as other pupils and attain standards in line with their abilities. The school's carefully planned provision ensures that all pupils have full access to all the school's activities, regardless of gender, ethnicity or disability. Indeed, during the week of the inspection, the theme for assemblies was 'Celebrations' and assemblies concentrated on celebrating people's different skills, talents and beliefs.
24. Pupils' work is marked regularly and marking is supportive in that it celebrates where pupils have been successful and points to areas for development and improvement. These points can be reflected in new targets. The 'Investors in Pupils' project ensures that all pupils have their own targets and assess their own progress. Indeed, pupils in Year 6 set their own targets. This whole process gives pupils greater responsibility for their work and effectively makes them partners in their own learning. The good links with parents enable them, too, to play a part in promoting progress. For example, parents recognise the value of reading diaries as a means of tracking progress and communicating with the school.
25. From Years 3 to 6, progress in English and mathematics is enhanced by placing pupils in different teaching groups according to ability. This enables teaching to be more carefully targeted to the needs of individual pupils. A particular teaching group can still contain a wide range of ability and separate work is provided for different pupils according to their needs. These teaching arrangements are improving attainment and progress.

26. The needs of individual pupils are also served effectively because of the good communication systems in the school. Support assistants are well briefed and are highly effective in supporting pupils with particular needs. Teachers also communicate systematically with each other so that, for example, when a pupil moves from one year group or teaching group to another, the receiving teacher has the necessary information about attainment and progress. Further, different teachers contribute to the well attended booster classes for Year 6 which enables them to identify any relative weaknesses which they can address in their teaching to their own year groups.
27. The school's success in identifying the needs of individual pupils and promoting their progress is evident not only from the school's impressive record in the National Curriculum tests at the end of Years 2 and 6, but also in the confident and articulate pupils that the school produces.

The high standards that the school achieves throughout its work are underpinned by the headteacher's excellent leadership and the very good support that he receives from his deputy and all staff.

28. Central to the school's success is the excellent leadership provided by the headteacher. He is very effectively supported by his deputy, all his colleagues and the governing body. His vision and clear-sighted sense of purpose are key strengths of the school.
29. The headteacher has a clear vision for the school. It is to give each pupil an education of high quality within a happy, secure and stimulating learning environment so that they achieve their full potential academically, but also develop into well-rounded, confident, articulate and caring young people. These aims are reflected in all that the school does.
30. The headteacher recognises that the school will be most successful if all staff are enabled to be effective and give of their best. To this end, in line with the school's 'Investors in People' status, he puts great emphasis on staff development. The school has excellent procedures for performance management and staff development. These are reflected in the thorough and wide-ranging procedures for monitoring teaching and learning and the positive feedback which enables staff to share good practice, reflect on their own teaching and go on to improve further. There is a weekly staff workshop which is concerned with the quality of the education being provided. Further, staff have opportunities to contribute to particular projects which enables them to develop their own interests and skills. For example, recent initiatives have included the Raising Achievement Team, which audited current practices in assessment and proposed a new scheme, and a project run jointly with the Teacher Training Agency and the University of Leeds. The latter project has given the school a national profile in terms of providing training materials in numeracy, as well as improving its own classroom practice and teachers' skills through further staff development.
31. Priorities for staff development are identified as a result of a systematic evaluation of the school's strengths and areas for development. This analysis is used to create the school improvement plan, which is a valuable working document to promote improvement over time. The headteacher has a clear grasp of the school's performance and is skilled in incorporating the different elements of the school's needs into a coherent plan, which will move the school forward systematically.
32. One result of this systematic planning is that the school has very good learning resources in terms of both quantity and quality. These resources enrich learning and promote progress effectively. A good example of these high quality resources is the school's facilities for information and communication technology, which were put in place only after the school's needs had been carefully analysed. The school has generous accommodation which is kept in very good condition by the caretaker and her team. The school uses its accommodation and learning resources very well to create rich and stimulating learning opportunities.
33. The headteacher and governing body have a clear appreciation of the need for the school to achieve the best value that it can from its expenditure. To this end, great care is taken to ensure that any expenditure is properly evaluated: the expenditure on the school's information and communication technology resources is a good example of the care taken to ensure that

the best possible value is obtained. The governing body has a clear view that best value is obtained when pupils achieve their full potential and that all the school's activities have to be evaluated against that objective.

34. A significant result of the headteacher's sensitive but rigorous leadership is that there is an impressive unity of purpose among all adults in the school. All work very hard and very effectively to ensure that pupils are given an education of high quality in a secure and stimulating learning environment. At the same time, all staff are keen to develop the school further and to seek opportunities for improvement. This unity of purpose is central to the school's success in achieving high standards of attainment and in enabling its pupils to make very good progress in their learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

This is a very good school with no significant weaknesses. There is an impressive culture of improvement as the school seeks to move forward and improve its provision for all its pupils. The governing body, headteacher and staff will wish to continue the process of school self-review so as to continue the impressive rate of improvement already achieved.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	18	11	1	0	0	0
Percentage	14	52	31	3	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. As the number of lessons observed in this short inspection was relatively small, care needs to be taken in interpreting them since each lesson represents about three percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	277
Number of full-time pupils known to be eligible for free school meals	48

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	14
Number of pupils on the school's special educational needs register	84

English as an additional language	No of pupils
Number of pupils with English as an additional language	56

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	16	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	15	15	16
	Total	29	29	30
Percentage of pupils at NC level 2 or above	School	97(94)	97(94)	100(96)
	National	84(83)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	15	16	16
	Total	29	30	30
Percentage of pupils at NC level 2 or above	School	97(92)	100(90)	100(90)
	National	84(82)	88(86)	88(87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	21	23	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	20	20
	Girls	22	20	23
	Total	36	40	43
Percentage of pupils at NC level 4 or above	School	82(73)	91(78)	98(89)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	18	19
	Girls	21	19	23
	Total	34	37	42
Percentage of pupils at NC level 4 or above	School	76(76)	82(82)	93(89)
	National	70(68)	72(69)	79(75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	3
Indian	6
Pakistani	12
Bangladeshi	0
Chinese	0
White	192
Any other minority ethnic group	38

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	17.3
Average class size	23.1

Education support staff: YR – Y6

Total number of education support staff	20
Total aggregate hours worked per week	446

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000/01
	£
Total income	767,185
Total expenditure	763,880
Expenditure per pupil	2,757
Balance brought forward from previous year	44,880
Balance carried forward to next year	48,185

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	280
Number of questionnaires returned	128

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	40	2	1	0
My child is making good progress in school.	64	33	3	0	0
Behaviour in the school is good.	62	36	0	0	2
My child gets the right amount of work to do at home.	38	46	13	2	1
The teaching is good.	69	29	1	0	1
I am kept well informed about how my child is getting on.	48	44	5	3	0
I would feel comfortable about approaching the school with questions or a problem.	68	28	2	2	0
The school expects my child to work hard and achieve his or her best.	69	29	2	0	0
The school works closely with parents.	49	44	6	1	0
The school is well led and managed.	64	33	1	1	2
The school is helping my child become mature and responsible.	62	34	2	0	2
The school provides an interesting range of activities outside lessons.	61	32	2	3	2