

INSPECTION REPORT

**ST. ANTHONY'S CATHOLIC PRIMARY
SCHOOL**

Beeston

LEA area: Leeds

Unique reference number: 108021

Headteacher: Mrs. M. E. Lavery

Reporting inspector: Katharine Halifax

25439

Dates of inspection: 26th-29th March 2001

Inspection number: 206191

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Barkly Road Beeston Leeds West Yorkshire
Postcode:	LS11 7JS
Telephone number:	0113 214 1700
Fax number:	0113 277 2633
Appropriate authority:	Governing body
Name of chair of governors:	Father C. Kelly
Date of previous inspection:	22 nd September 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25439	Katharine Halifax	Registered inspector	Science Information communication technology Music Physical education Special educational needs	The characteristics and effectiveness of the school The school's results and pupils' achievements How well pupils are taught. How well the school is led and managed. What the school should do to improve further.
19741	Trevor Smith	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils. How well the school works in partnership with parents.
20230	Jennifer Clayphan	Team inspector	Foundation stage Mathematics Art and design Design and technology	
21666	Andy Margerison	Team inspector	English Geography History Equal opportunities	How good are curricular and other opportunities offered to pupils?

The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House
Ashfield Road
Cheadle
Stockport

SK8 1BB

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Anthony's is a voluntary aided school for pupils aged four to eleven and serves the parish of St Anthony of Padua in South Leeds. The district of Beeston is close to the city centre and experiences many inner city problems. Most pupils live close to the school in a mixture of council and private housing. With 208 on roll, it is of average size with similar numbers of boys and girls. Twenty-six of the children are in the reception class. The other pupils are taught in six single age classes. Though almost all of the population is white there are other races including small numbers of Indian, Bangladeshi, Filipino, and Polish. Thirteen of these pupils have English as an additional language. Two pupils are from a travelling family and are supported by special funding. The families of 26 children claim free school meals. Whilst this is broadly average it is considerably less than other schools in the locality. Thirty-one pupils are on the school's register for pupils with special educational needs. Most have moderate learning difficulties. Though this is below average, the percentage of pupils with a Statement of Special Educational Need is well above average. Numbers in the school have been falling because of the uncertainty of the future of the local Catholic High School and the review of Catholic schools within the city. Though some children have attended playgroups and nurseries a good many have not had this opportunity. Children's abilities vary on entry to the school, though a few can count and write their name, the majority have limited literacy, numeracy and social skills. Attainment on entry to the school is below average and low when compared to other schools in the area. The school has experienced a period of unrest since the last inspection with staff changes and temporary staff. Things have been more settled since September.

HOW GOOD THE SCHOOL IS

The school is led and managed well. Systems introduced over the last four terms are now beginning to have an effect on standards, especially for younger pupils. The quality of teaching is good and this has resulted in improved learning. All pupils have equal opportunities to be included in all activities. Pupils are very well behaved and have a good attitude to school. Links with parents are good. Though costs are high for a school of this type the school gives satisfactory value for money.

What the school does well

- The headteacher is a very capable leader and has brought about significant improvement in a short period of time.
- The quality of teaching is good and is now beginning to have a positive impact on standards.
- Pupils of all ages and abilities make very good progress in information and communication technology.
- Pupils are very well behaved. They form very good relationships. This is a good foundation for learning.
- Pupils of all races and abilities are valued and included in all activities.
- Staff provide very good opportunities for pupils' spiritual and moral development.

What could be improved

- Pupils' achievements in English, mathematics and science in Years 5 and 6.
- The provision for higher attaining pupils in the junior department.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Despite continued uncertainty until six months ago, the school has made good improvement since the last inspection in September 1998, when it was judged to have serious weaknesses in the curriculum, and in the progress pupils make in writing, speaking and mathematics. The leadership is now secure and the school has good capacity to continue to improve. Pupils of all ages have made significant progress in information and communication technology. The quality of teaching has improved and is now having a significant impact on standards. Standards for pupils aged five to seven have improved and are similar to those expected of pupils of this age. Pupils' behaviour has improved and is now very good. There has been good improvement in the curriculum. Procedures to assess pupils' achievements have improved and are used effectively when planning further work. Links with parents have improved and

most parents have great confidence in the school. Improving progress in writing, speaking and mathematics has been variable. Achievement in these subjects is now satisfactory for pupils in the infant department and in Years 3 and 4, but standards in Years 5 and 6 are still below those expected of pupils of this age. Some of this is because of the unusually high number of pupils with special needs and much can be attributed to the continued turbulence and the legacy of an unusually high number of teachers, including temporary staff. Nevertheless, the majority of pupils make steady progress in most subjects.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	D	E	E	E
Mathematics	D	C	E	E*
Science	B	D	D	E

Key

well above average A
 above average B
 Average C
 below average D
 well below average E
 in the bottom 5% E*

Children enter school with below average attainment. By the age of time they leave the reception class the majority reach the expected standard in all areas of learning. National test results for seven-year olds and are well below the national average in reading and mathematics and in line with those expected in writing. Pupils' performance when compared to that of pupils from similar backgrounds is well below average in reading and mathematics and below average in writing. The above table shows that standards for eleven-year-olds are well below those expected in English and mathematics and below those expected in science. Pupils' performance is well below that of those from similar backgrounds, being in the lowest 5 percent in mathematics. Overall standards have declined over the past three years. Much of this is because pupils have had an unusually high number of teachers during their time at the school and the number of pupils with a Statement of Special Need is three times the national average. Taking account of pupils' abilities and prior attainment, most pupils make satisfactory progress. Though the targets agreed with the Local Education Authority are below national targets for the next two years they are very challenging for these group of pupils. Predictions for following years are much higher. Inspection findings show standards in English, mathematics and science are now in line with those expected of seven-year-olds. Though standards in these subjects are improving they are still below those expected of eleven-year-olds. Nevertheless most pupils make at least satisfactory progress. Higher attaining pupils between the ages of seven and eleven do not do as well as they should. One of the reasons for this is because they are not sufficiently challenged in their work. Though teachers provide opportunities for pupils to learn independently, many pupils do not have the necessary skills to find out information. Pupils with special educational needs and those who have English as an additional language achieve well because of the support they receive. Pupils make very good progress in information and communication technology. Standards in art, design and technology, humanities, music and physical education are satisfactory by the age of seven and eleven.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school. Most are eager to learn and have a good attitude to their work.
Behaviour, in and out of classrooms	Very good overall. Pupils are polite and courteous. Pupils with identified behavioural difficulties make good improvement towards their individual

	targets. All pupils behave very well out of school.
Personal development and relationships	Good. Relationships between staff and pupils and between pupils themselves are very good and make a significant contribution to pupils' attitudes.
Attendance	Satisfactory.

There is a difference in the attitude of pupils of different ages. Younger pupils are more positive in their attitude to work and have the confidence and skill to work independently.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Very 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.

The quality of teaching ranged from satisfactory to very good, being good overall. All lessons were satisfactory or better and there are no weak subjects. Good or better teaching was seen in 70 percent of lessons. Very good or better teaching was seen in 21 percent of lessons. Teaching for children in the reception class and pupils aged seven to eleven, the junior department, is good. Teaching for children between the ages of five and seven, the infant department, is very good. The school meets the needs of most its pupils well. Teachers and support staff work together very well and this helps pupils with special educational needs, those with English as an additional language and those from travelling families to progress at a steady rate. However, teachers do not always provide activities which challenge higher attaining pupils. The teaching of English and mathematics is good for all age groups. The teaching of numeracy and literacy is good in lessons and satisfactory in other subjects. Though teachers plan for pupils to develop these skills, often they give pupils too much direction on what they should write and how they should present their work. This limits pupils' progress, especially higher attaining pupils. As pupils move through the school they make sound progress in their knowledge and skills. Where teaching is very good, the pace is brisk, all abilities are challenged and learning is fun. In these lessons the quality of learning is also very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All pupils are able to take part in a range of interesting activities.
Provision for pupils with special educational needs	Good. Pupils take part in all activities. Good support by special needs assistants in class, group and individual work helps these pupils achieve well. Though all pupils have individual education plans some targets are not in small enough steps.
Provision for pupils with English as an additional language	Good. Pupils who speak other languages make progress because new vocabulary is explained carefully and because teachers check they understand what is being said.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Teachers provide very good opportunities for pupils' spiritual and moral development. Provision for social development is good. Though pupils have many opportunities to learn about British culture, they are not sufficiently prepared for living in a multi-racial society.

How well the school cares for its pupils	Good. The school has good procedures to protect the health and safety of its pupils. Assessment procedures are good overall.
Partnership with parents	Good. The school works well with parents. Most have great confidence in the work of the school though a small number of parents are not happy.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is a very good leader and manager. She is ably assisted by two hard working senior teachers.
How well the governors fulfil their responsibilities	Good. Governors visit the school regularly and have an understanding of what needs to be done to improve.
The school's evaluation of its performance	Good. Results of national and optional tests are carefully analysed and challenging targets have been set to help raise standards. Managers know the strengths and weaknesses of the school.
Staffing, accommodation and learning resources	Satisfactory overall. There are sufficient suitably qualified teachers and support staff. Though some classrooms are cramped for the number of pupils, teachers use additional rooms such as shared areas, for group work. The school does not have its own playing field, and young children do not have their own play area.
The strategic use of resources	Good. Staff, the building and equipment are used well in a bid to raise standards. Managers are beginning to apply to the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The behaviour of pupils in and out of school. • The commitment of the headteacher and staff. • Children enjoy coming to school. • Most parents feel the school is helping their child to mature. • Parents appreciate the close connections and support of the Church. • Almost all agree that the school expects their child to work hard. • Most parents feel comfortable visiting the school. 	<ul style="list-style-type: none"> • A small number of parents are concerned about bullying. • Many parents feel their child is not given enough homework. • Some parents feel they are not sufficiently well informed about how their child is getting on. • Some parents are disappointed in the range of out of school activities. • Some parents feel the school does not work closely with parents.

There were broad differences of opinion at the meeting for parents. Most spoke very favourably about the school but a small number expressed concerns. This was reflected in the responses to the parents' questionnaire. The inspection team agrees with the strengths identified by most parents. In response to their concerns, the amount of homework pupils receive and the range of out of school activities are satisfactory. Information for parents is good and the school endeavours to work closely with all parents. No bullying was seen during the week of the inspection. However, following discussions with pupils, there is a very small number of older pupils who find it difficult to accept differences in individuals and who have on occasions used verbal abuse.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's abilities vary on entry to the school, though a few can count and write their name, the majority have limited literacy, numeracy and social skills. Assessment shows that attainment on entry to the school is below average, and low when compared to other schools in the area.
2. Achievement in the reception class is satisfactory. Children make steady progress and the majority reach the expected standard in all the areas of learning by the time they leave the reception class. However, though a significant minority do well in personal, social and emotional development, physical and creative development and in knowledge and understanding of the world, they do not reach the expected standard in mathematics and in literacy and language development. The children all have well developed listening skills. Standards have been maintained since the last inspection and have improved in personal, social and emotional development.
3. The results of the 2000 national tests for seven-year-olds show standards in reading and mathematics have declined since the last inspection and are well below those expected of pupils of this age. Pupils' performance when compared to that of those from schools with a similar percentage of pupils in receipt of free school meals is also well below that expected in reading and mathematics. Standards in writing have improved and were satisfactory when compared to national averages, but pupils' performance is below that of those from similar schools. Inspection findings show standards for the current year group have improved because of new staff, improved teaching and better learning opportunities, and are now in line with those expected of seven-year-olds in these subjects.
4. Pupils' performance in the 2000 national tests for eleven-year-olds was below that expected in science and well below that expected in English and mathematics. Pupils' performance is well below that of pupils from similar schools in all three subjects, being in the lowest 5 percent for mathematics. Inspection findings indicate that standards are still below those expected of pupils of this age. This is a decline since the last inspection. Although some of this can be attributed to the high percentage of pupils with Statements of Special Educational Need, much is the legacy of the turbulence pupils have experienced. Pupils who left last July and those in the current Years 5 and 6 have each had over ten teachers during their school career, together with a series of teachers who came for only a few days. Many of these teachers had low expectations and poor discipline and this led to a decline in standards. A detailed analysis of pupils' attainment over the past two years shows that the majority of these pupils have made satisfactory progress during this period though they do not attain the expected standards. The attainment of eight and nine year olds in Years 3 and 4, who have had a more settled time in school, is satisfactory.
5. The achievements of pupils with special educational needs and those who have English as an additional language are satisfactory taking account of prior attainment. Their progress reflects that of others in their class because of the

good support they receive from teachers, support staff and other professionals such as speech and language therapists. Likewise pupils from travelling families make similar progress because of the support they receive within school and from the Travellers' Support Service. Staff take time to explain activities carefully and constantly check these pupils understand instructions and what is expected of them.

6. Higher attaining pupils in the junior department do not achieve as well as they should. This is because some of the work is not challenging enough, because they do not have sufficient opportunities to write independently, because teacher expectations are not always high enough, and because they are expected to do the same homework as others in the class.
7. Standards in English are in line with those expected by the age of seven and below those expected by the age of eleven. Standards in literacy are satisfactory in both age groups. Pupils use their skills in other subjects, such as reading work sheets and extending their vocabulary in their writing and finding information from books. Achievement in speaking and listening is good in the infant department and satisfactory in the junior classes. By the age of seven, pupils of all abilities listen carefully to their teachers and each other. They express their ideas and give considered answers to questions. By the age of eleven, pupils are confident in expressing their opinions and give reasons for their responses because teachers expect them to explain their answers. However, pupils' ability to explain their ideas using subject specific vocabulary confidently is less well developed in both age groups. For example, one pupil describing how to complete an electrical circuit said "put this in there", meaning the bulb into the holder. Pupils of all ages contribute to discussion in collective worship, though many answer in single words.
8. Standards in reading are in line with those expected by the age of seven and below by the age of eleven. Achievement in reading is good in the infant classes and satisfactory overall in the junior classes. By the age of seven, pupils use letter sounds and pictures to help them read new words. Higher attaining pupils read with fluency and expression. They talk confidently about characters in the story and predict how they think it will end. By the age of eleven, pupils have extended their strategies to help them read new words. They make satisfactory progress through the reading schemes. Higher attaining readers read books of their own choosing. Out of school, pupils read magazines and children's novels and a few keener readers talk about their favourite authors. However, most pupils lack the ability to empathise with characters and understand hidden meaning. Not all pupils are confident when using an index, contents page or glossary. Many older, higher attaining pupils do not read aloud regularly. Some have acquired bad reading habits such as not using the punctuation to help them understand the meaning of the text and this affects their understanding.
9. There has been good improvement in standards in writing because of initiatives such as "Writers' Workshop". Standards in writing are in line with those expected by the age of seven and below those expected by the age of eleven. Pupils in the infant department achieve well in writing. Achievement is satisfactory overall in the junior classes. By the age of seven, most pupils form their letters correctly and some are beginning to join their letters together. They write simple sentences using full stops and capital letters in the correct place, with the writing of higher attaining pupils being in a writing logical sequence. However, the presentation of pupils of all abilities is variable and there are careless errors in spelling. By the

age of eleven, pupils' handwriting is variable. Some present their work neatly using a legible joined up style, others are inconsistent in their handwriting; their use of full stops and capital letters is also inconsistent. Pupils use a limited range of punctuation with few using exclamation marks, speech marks and commas in the correct place. Most pupils spell common words correctly. Pupils of all ages write for a range of purposes such as diaries, accounts, poems and play scripts, but the writing of older, higher attaining pupils lacks vitality.

10. In mathematics, pupils achieve standards in line with those expected by the age of seven and below those expected by the age of eleven. Achievement is good in the infant classes. By the age of seven, pupils are confident adding and subtracting to 100. Higher attaining pupils work with numbers over 100 and know some of their multiplication tables. Pupils tackle money problems, recognise simple symmetry, most have some knowledge of two-dimensional shapes and record data using block graphs, tally charts and Venn diagrams. Overall pupils make sound progress in the junior classes. By the age of eleven they are familiar with the four rules of number and apply their knowledge to everyday life. For example, working out how to spend £150 on "wet play" equipment. However, pupils' ability to solve problems is underdeveloped. Most pupils present their work clearly. Pupils in both age groups use their knowledge of numeracy increasingly in other subjects. For example, pupils measure and calculate their results in science, work out "time lines" in history and use data to produce graphs and spread sheets in computer studies. Pupils in both age groups make good progress in mental mathematics because of daily practice.
11. Standards in science are in line with those expected nationally by the age of seven and below those expected by the age of eleven. Pupils' achievement is good in the infant department and satisfactory in the junior department. There has been satisfactory progress in investigative science since the last inspection. By the age of seven, pupils have a satisfactory knowledge and understanding of living things, materials and their properties and physical processes. They increase their knowledge of all aspects as they move through the junior department and by the age of eleven, pupils respond appropriately to opportunities to plan, obtain evidence and record their findings. Older pupils and more able younger pupils know that their investigations should be fair tests. Though most pupils make good progress in lessons, their progress over time is only satisfactory because a number of classes do not spend as much time as they should studying the subject.
12. Pupils' achievements in information and communication technology are above those expected of seven-year-olds and close to those expected of eleven-year-olds. There has been very good improvement since the last inspection. Pupils have made very good progress since the new computers arrived three months ago and achievement is good for pupils of all ages and abilities. By the age of seven, pupils have good mouse control and use computers effectively to present their work in other subjects, particularly English, combining text and graphics to produce a pleasing piece of work. They compile graphs to show fruit preferences. By the age of eleven, older pupils use spreadsheets with confidence and use their knowledge of word processing to produce well presented biographies of historical characters such as Louis Braille. Standards in art, design and technology, humanities, music and physical education are satisfactory by the ages of seven and eleven. Standards and achievement in music and design and technology have improved since the last inspection. Achievement is good for all abilities in the infant department.

13. Though the targets agreed with the Local Education Authority are below national targets for the next two years they are very challenging for these groups of pupils. Predictions for following years are much higher. Staff and pupils are striving hard and are likely to meet the projected targets.

Pupils' attitudes, values and personal development

14. Attitudes to work remain good, although they are better amongst pupils in the infant and reception classes. Most pupils enjoy coming to school, are well motivated and keen to respond to the challenges offered, pursuing each new task with purpose and determination. They listen carefully to their teachers, or when others are speaking, answer questions sensibly, and contribute confidently in discussions.
15. Behaviour has improved since the last inspection and is now very good, both in and out of class. Pupils clearly know what is expected of them and react accordingly. Although a few parents raised concerns about bullying, no incidents were observed during the inspection. However, following discussions with pupils, there is a very small number of older pupils who find it difficult to accept differences in individuals and who have on occasions used verbal abuse. Pupils who have been identified as having behavioural difficulties make good progress in their behaviour. There has been only one fixed period exclusion during the past two years. This was very recent and was dealt with in line with school policy. Pupils care for their school and show respect for the building and for equipment.
16. Pupils' personal development is good. The youngest children in reception are developing good work habits. They share and take turns without fuss and sustain interest and involvement in whatever they are doing without the need for constant direction from their teacher. Pupils in the infant department respond well to opportunities to work independently and show initiative in their studies. However, older pupils, particularly those in Years 5 and 6 lack confidence in their abilities and often ask for adult support when activities are planned for them to work independently. Outside the classroom, there are relatively few opportunities for pupils to take responsibilities around school. A school council has recently been established, but it is too soon to assess the influence this is having. Pupils are considerate, and fully understand the impact of their actions upon others. Residential visits, links with the church and support for charity also help to enhance pupils' personal values.
17. The quality of relationships amongst pupils and between pupils and members of staff is now very good. This makes a very significant contribution to the education provided. There is a relaxed and harmonious atmosphere within the school. Pupils are polite, well-mannered and always ready to help one another and their teachers. In lessons they work together well in pairs or groups, and share ideas and equipment sensibly. At playtime, and when eating lunch, they are friendly and sociable.
18. Attendance has not improved since the last inspection. It remains satisfactory overall, but is below the average for primary schools nationally. A significant minority of pupils have particularly low levels of attendance which, in many cases, has a detrimental effect on their learning. Unauthorised absence remains very low. However, although the headteacher discourages parents from taking holidays during term time, some families continue to do so and take holidays in

excess of ten days. Punctuality is generally good. Almost all pupils arrive on time and are settled in class promptly ready to start lessons.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching has improved since the last inspection and is now good overall. This is an improvement since the last inspection when teaching was judged to be sound, with unsatisfactory teaching being seen in 10 percent of lessons. No unsatisfactory teaching was seen during this inspection. The amount of good or better teaching has increased from 33 percent to 70 percent. Very good teaching has increased from 5 percent to 21 percent. The improvement in teaching has come about because of stable staffing, increased teacher confidence and very good management. The lack of confidence identified by the last inspection in teaching music and information and communication technology has been remedied.
20. All lessons begin a useful recap of what pupils have learned. This allows the teacher to check pupils' knowledge and understanding. Pupils are keen to demonstrate their knowledge during this time and recall, for instance, how to form a circuit in science. All teachers tell pupils their "learning objective" and give good instructions so pupils know what is expected of them. Teachers try to make their lessons interesting and provide fun activities. For example, pupils in Year 3 made good progress in understanding the use of commas as they listed the contents of a pirate's den. Similarly pupils in Year 1 made very good progress in their writing when they wrote a description of the "Troll" who had escaped from their classroom. Teachers identify any new vocabulary and key words in their planning. This allows pupils to extend their vocabulary, and helps those with English as an additional language to understand what is being said. Where the use of new vocabulary is most effective, teachers also write the word, thus improving pupils' reading and spelling. Throughout lessons teachers use questions well to make pupils think and to improve speaking. For example, in a Year 1 mathematics lesson ordering numbers on the dinosaur train, pupils made good progress as they reasoned why they chose a particular seat for their number of dinosaur explaining "my dinosaur has the largest number so has to go at the back".
21. At the time of the last inspection teachers used appropriate strategies to manage pupils' behaviour. Behaviour management is now very good for pupils of all ages. Pupils behave very well because teachers expect them to behave appropriately and to settle quickly. Adults have very good relationships with pupils. As a result of this, a meaningful glance from an adult at the first sign of restlessness quickly quells the problem and allows the lesson to continue uninterrupted. All teachers manage their classrooms well. Rules are few and simple and understood by all pupils. All classrooms have codes for noise levels, and pupils know, for instance, if the code for the lesson is red they must work in silence. This allows pupils to concentrate and get on with their work. Equipment is to hand to avoid fuss and pupils know where they are expected to sit for each activity, for example "maths places" and "carpet places." The use of specific places for activities allows teachers and support staff to use their time more efficiently. During "carpet time" when pupils sit in their ability groups, teachers are able to target their questions and check the understanding and contributions of all abilities. The very large classes in Years 5 and 6 are challenging for teachers. Until two years ago these pupils had been allowed to work at a low level without any sense of urgency or pride in their work. Staff are working extremely hard to make these pupils

interested in their learning, to give them the skills to work independently, and to improve their attainment.

22. Teachers organise lessons well to make maximum use of space, equipment and staff time. For example, during science lessons, the teacher and support staff focus on half the pupils to make sure they understand, and discuss their investigation and findings whilst the other half of the group do independent research. This helps pupils to take responsibility for their learning. However, many have limited information retrieval skills, for instance it takes them a long time to use an index because they have not had enough practice at looking beyond the first letter when working out alphabetical order. This limits the amount of work they produce. Nevertheless, teachers persevere and pupils are gradually acquiring the skills.
23. Because national test results have been so low for the past few years, teachers have concentrated their efforts into improving the skills and knowledge of the majority of pupils. They have continued to provide for the high number of pupils with Statements of Special Educational Need, pupils with English as an additional language and those from travelling families. This has been at the expense of the learning of higher attaining pupils. The legacy of low morale and low expectations has contributed to some unsatisfactory progress for this group of pupils. Teachers now have higher expectations and are beginning to plan work to help higher attaining pupils achieve but this has come too late to have an impact and too few pupils achieve the higher levels of the National Curriculum. In lessons where teaching is very good, higher attaining pupils spend much of their time working independently. They are challenged in the level of work, in the volume of work they are expected to do, in using their research skills and how they record their work.
24. Teachers plan for pupils to improve their numeracy, literacy and computer skills in other lessons, but pupils' application of basic skills is variable. Many teachers provide instruction sheets to help pupils improve their reading, for example in information and communication technology when using a program to compile a block graph. Most teachers encourage pupils to present their work neatly and so most write carefully, but many older pupils do not always use the same standard of punctuation in other subjects as in their English books. Sometimes, teachers are too directive in what pupils should write, and whilst this helps lower attaining pupils and those with special educational needs and English as an additional language, it limits the progress of more able pupils in writing independently. Teachers encourage pupils to become independent learners by giving them the opportunity to research information. Many pupils benefit from this, but others, especially in Years 5 and 6, find it frustrating because they do not have sufficient knowledge and skill to find information quickly and need more practice. Pupils use their mathematical knowledge when measuring, for example Newtons in science, compiling tables, graphs and pie charts and using grid references in geography. As programs arrive, teachers have begun to use computers to support work in other subjects but staff recognise this is an area for development in many subjects.
25. Teachers and support staff work very well together, moving around the classroom to make sure pupils' understand their work and providing good support during small group and individual work for pupils with special educational need and those at the early stages of learning English. Whilst support staff make a significant impact on pupils' progress most of the time, during whole class time,

for example at the start of literacy and numeracy lessons, they have little to do and their time could be more profitably for instance recording pupils' responses during discussion.

26. In lessons where teaching is most effective, lessons flow, not a moment is lost, the pace is brisk and there is a sense of urgency. Pupils of all abilities are challenged and learning is fun. For example, in a Year 4 literacy lesson, pupils made very good gains in their understanding of the emotions of the characters because of the teacher's sensitive questioning and discussion about their feelings, and through the opportunity to act out the characters' emotions. As the lesson progressed they listened particularly carefully and increased their understanding of adjectives because the teacher emphasised the words and expected all abilities to give him examples.
27. All classes have targets for numeracy and literacy. Whilst these are helpful, other than those with special educational needs, pupils are not set individual termly or half termly targets to help them improve at a greater rate. All teachers mark pupils work in line with school policy. Indicating whether or not the learning objective has been met. Where marking is more successful pupils are given targets to improve their work. All lessons end with a useful review of what pupils have learned. This gives pupils chance to improve their speaking by describing what they found difficult and which aspects of the lesson they enjoyed whilst allowing the teacher to check their understanding. Homework is given regularly, three times a week in the junior age classes, and contributes to pupils' progress.

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

28. Considerable improvements have been made to the curriculum since the last inspection, when aspects were judged to be weak, and this was the reason for pupils' unsatisfactory progress. Now the quality and range of learning opportunities are good and meet statutory requirements. Programmes of study generally reflect Curriculum 2000 and these will be reviewed at the end of this school year.
29. Children in the reception class work towards the early learning goals as laid out in the Foundation Stage Curriculum. Planning is good, and children are well prepared for entry into the National Curriculum. The curriculum for infant and junior age pupils is now balanced, although the time allocations for science and physical education activities are variable in classes for junior aged pupils. More emphasis has been given to information and communication technology, music and art and design and this is having a positive impact on standards in these subjects.
30. In order to address one of the key issues from the last inspection, the school has adopted the national guidelines for subjects other than English, mathematics and science. Planning is more consistent through the school so pupils acquire new skills and knowledge in a logical order and the progress they make in subjects is much improved. The strategies for literacy and numeracy have been effectively organised and this is leading to an improvement in standards. However, teachers identify opportunities for developing literacy skills more clearly in their planning than for numeracy, so the effectiveness in developing literacy is better than numeracy.

31. There is a good emphasis on pupils' personal, social and health education. This has developed well since the last inspection. The programme reflects the school's policies towards sex and drugs education and now makes a good contribution to pupils' attitudes, behaviour and ability to accept responsibility for their actions.
32. The curriculum is effective in meeting the needs of most pupils in the school. Pupils are treated as individuals and the majority of pupils' particular needs are known and catered for in the caring environment of the school. All pupils, boys and girls, those with special educational needs and with English as an additional language have equal access to all activities. Lower attaining pupils are well provided for by teachers planning suitable activities and using support staff well in classes, in small groups and to teach specific programmes such as the Additional Literacy Support for pupils in Year 3. However, teachers' planning does not consistently ensure higher attaining pupils make the progress they are capable of especially in the junior age classes as the work they are given is not always sufficiently challenging.
33. Provision for pupils with special educational needs is good. The comprehensive policy is reflected in lessons and complies with the requirements of the Code of Practice. Individual education plans are in place for each pupil on the register of special educational need. However, whilst long-term targets are suitable, immediate targets are not in sufficiently small steps and are not easy to measure. For example, it is difficult to judge the progress of a pupil who is at the very early stages of writing has the target "to write legibly". Only a very small number of pupils have numeracy targets, yet teachers have identified that a number of pupils have difficulties in this area of their learning. Individual education plans are suitably reviewed each term and parents and other adults involved are invited to make contributions.
34. Lessons are supported by a satisfactory range of opportunities for extra-curricular activities in sport and music. These are open to all pupils. A good range of additional activities and experiences relevant to pupils' interests offer them opportunities to learn about the world in which they live and extend their experiences beyond the local community, such as the residential visit to a hostel in North Yorkshire and work with drama groups. The school has developed good links with the local community and has strong links within the Catholic community. For example, the "Family of Schools" provides opportunities to exchange ideas and to work together, and links with Leeds United Football Club have resulted in some exciting and stimulating learning activities for pupils. The school communicates well with feeder and secondary schools.
35. Provision for pupils' spiritual development is very good through moving acts of worship and planned time in lessons for pupils to reflect upon their own feelings and values. Parents are particularly appreciative of the strong Catholic ethos in school. Pupils have the opportunity to study and reflect on their own beliefs and those of others in religious education. There is a strong emphasis on understanding other people's reactions and the fostering of empathy and tolerance. Time for prayer is a regular feature of the school day and pupils are encouraged to write their own. A visit to Elland Road Stadium to view the tributes to two fans who died following the match against Galatasaray led to poignant writing of outstanding quality which expressed profound emotions and insight. During other more enjoyable visits to the stadium, pupils write how they have been affected when walking through the tunnel in the footsteps of their football

heroes such as Beckham and Viduka and when meeting the legendary John Charles. A sense of wonder is encouraged through considering the miracle of nature when studying the growth of plants in science. Teachers plan for pupils to be excited by their learning for instance, pupils in Year 1 were round-eyed and amazed when they heard their "Troll" had escaped and were galvanised into action writing high quality descriptions for the police.

36. The school's provision for the moral development of its pupils is also very good and is closely linked to its good social provision. All adults in school provide very good models of how to conduct themselves and foster a strong sense of community. Pupils are aware of class and whole school rules, and as a class, each group of pupils decides on the fifth rule for their classroom. They know that it is important to work together and care for each other. Older pupils have personal development plans, and the system of rewards for good work and thoughtful behaviour works well for pupils of all ages and abilities. Achievements are celebrated each week in Gold Book Assembly. Pupils have small responsibilities around the school and in their own classrooms, such as distributing lunch boxes and setting up the hall for assemblies, though this is an area which could be developed. A school council has recently been established. Pupils are keenly aware of their responsibilities in the wider world, particularly in helping the less developed parts of the world. There is generous fund raising for charities, especially Catholic Aid for Overseas Development (CAFOD). A visitor to an assembly heightened pupils' awareness of conditions for many people in Bangladesh and how the money they raise is used. Pupils make visits to a nearby home for the elderly and perform in concerts for parents and the community. Residential trips for older pupils encourage a sense of being a member of a team and also growing independence.
37. The provision for cultural development is satisfactory overall, although provision for pupils to learn about their own culture is good. Cultural experiences are broadened through insights into their own heritage from history and literature, and through visits made in connection with other subjects. Pupils have a wide knowledge of European artists. They have worked with visiting dramatists, and Year 5 have had a series of enriching experiences from a visitor who led them through their drama "Escape to Freedom" which lasted several weeks. The school has a regular book week. In addition to learning about European music, pupils in Year 3 listen to Caribbean rhythms when they learn about St Lucia, and Year 1 play bongo drums and dance to African music. Pupils also look at examples of Australian aboriginal art. A Jewish lady has talked to Year 6 about the traditions of her faith. Whilst these activities extend pupils' understanding of other cultures the school does not provide pupils with enough insight into the multi-cultural world in which they live. Though reading and library books represent different races this is not identified in teachers' planning and in displays around the school. Pupils are not sufficiently prepared to take their place in a multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. Procedures for ensuring pupils' general welfare have improved since the last inspection. They are now good, with full health and safety audits being performed regularly. Working practices adopted by all staff are good and pupils are supervised carefully throughout the day. Effective child protection measures remain in place, with the head teacher having responsibility for linking with other agencies. Support for pupils with special educational needs is good. Regular

visits by speech and language therapists, behaviour management specialists and medical personnel contribute to pupils' progress. Pupils from travelling families receive weekly support from a member of the Travellers' Support Service. Though pupils who have English as an additional language do not receive support from outside agencies, staff within school make sure they understand instructions and new vocabulary.

39. Procedures for monitoring pupils' personal development are effective, although mostly informal. Arrangements for supporting pupils' personal development are generally good. Teachers know their pupils well and have good relationships with them. They successfully promote very high standards of behaviour, both in and out of class, and work hard to raise pupils' confidence and levels of self-esteem. Praise and rewards are used well to encourage effort, and achievements are celebrated. Though teachers are working hard to encourage pupils to become independent learners they provide few opportunities for pupils to take responsibility outside of lessons. A school council has recently been established. This is a positive move, but it is too soon to judge the influence it is having. Clear guidance is in place to deal with incidents of bullying and all reported incidents are dealt with both by teachers and the governing body.
40. Attendance is monitored well. Registers are correctly maintained and there are suitable arrangements in place to investigate any absences that are not explained promptly. Pupils are encouraged to come to school regularly and rewarded in various ways when they do. However, none of the pupils have attendance targets, and systems are not having any effect on the overall level of attendance. It has not improved in recent years and remains slightly below the national average.
41. Since the last inspection, the school has continued to develop procedures for assessing pupils' attainment and progress. These are now good. Children's achievements are assessed when they enter the reception class so teachers have a clear understanding of what they know and understand and what they need to concentrate on in the early years. Optional national tests have been introduced in Years 3, 4 and 5 to supplement the legally required assessments for seven and eleven-year olds. In addition, in some subjects such as science and mathematics, pupils are tested at the end of each topic to check their understanding and identify any gaps in their learning. Although, the school has good procedures for assessing pupils' progress in writing and reading, there is no consistent approach to assessing progress or attainment in speaking and listening.
42. The school makes satisfactory use of assessment information for example, to identify and to track the progress of groups of pupils in each class and to group pupils for literacy and numeracy lessons. Though the information is used to set whole class targets it is not used to set individual targets for each pupil. Nor are pupils fully involved in setting their own targets for improvement. This is an area for improvement for the school so standards can be raised further. The school's policy for marking pupils' work helps teachers monitor the progress pupils make in subjects other than English, mathematics and science. However, portfolios of pupils' work are in the early stages of development in some subjects, and the school does not have a consistent approach to monitoring pupils' progress in these subjects. This sometimes affects the level of challenge in the work set for higher attaining pupils. Tasks in subjects such as history and geography are not always matched to their capabilities so these pupils do not achieve as well as they could. Rigorous assessment procedures identify pupils who are causing

concern and who need additional help. Procedures for assessing and reviewing pupils with special educational needs meet legal requirements.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Overall, parents' express strong support for the school, their views being generally more positive than at the time of the last inspection. Concerns raised by some parents about the quality of information they receive, homework, extra curricular activities and the way in which the school works with them were not supported by inspection findings.
44. Parents are actively encouraged to support their child's learning. Recently, for example, their views have been sought on all aspects of school life and incorporated in planning for the future. Suitable homework is set regularly each week throughout the school and various courses and workshops are put on from time to time to extend parents' knowledge of the curriculum. Most parents have signed up to the home-school agreement. Special assemblies and school trips are well supported by parents when their children are involved. A few parents also help regularly in class, and one parent has just started to help with the after school football club. The Parent Teachers Association remains active and provides generous support for the school through fund-raising and social events.
45. Parents receive good quality information about their child's progress. Pupils' annual reports have improved since the last inspection and now provide clear details about what pupils can do as well as identifying areas where they could do better. In addition, parents are kept fully informed about life generally in school and, each term, they receive an outline of what is being taught from their child's class teacher. The governors' annual report is satisfactory but the prospectus lacks a necessary statement informing parents of their right to withdraw their children from religious education and collective worship. The school is aware of this and has taken action to remedy the omission. Parents of pupils with special educational needs are closely involved from the time the teacher has an initial concern, and kept fully informed about all subsequent developments.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. There has been very good improvement in the leadership and management of the school since the last inspection. The leadership is now secure and governors and staff have grown in confidence. The headteacher is a very strong leader who inspires her staff. In the very short time she has been at the school she has effected an attitude of change amongst staff and pupils, giving them confidence in their abilities and fostering a determination to improve. There is an air of optimism, all staff now work together and want the best for their pupils. The headteacher leads by example; she values her staff and has high expectations of the work of all. Her personality, analytical mind and attention to detail have enabled her to introduce systems to aid improvement.
47. The previous deputy headteacher retired at the end of the last school. As a result of falling numbers governors decided not to appoint another deputy. The management team has been extended to include infant and junior department leaders. This is working well and is leading to improved communication throughout the school. Both teachers are hardworking and knowledgeable and provide good examples of effective teachers to other members of their team.

48. Subject management is variable from satisfactory to very good. All managers are responding well to their responsibilities and know how their subject can be developed. Where managers are more successful, they have looked at where standards need improving and have planned in detail how this will be done. Managers of all subjects check colleagues' plans to make sure pupils are taught everything they should be. Alongside the headteacher, managers of English, mathematics and science have observed lessons and have been able to help teachers improve. Whilst some managers have looked at work in pupils' books they have not identified the lack of challenge in some of the work set for older higher attaining pupils. The teacher who is responsible for pupils with special educational needs is absent with a long term illness. This aspect has been taken over by the headteacher in the short term and meets the requirements of the Code of Practice. Local Education Authority advisers have provided good support for the school and have helped staff to address the serious weaknesses. In recognising that management now know the strengths and areas for development and have good capacity to improve, advisers have stepped down their monitoring role and are confident in leaving this to the school.
49. The headteacher, staff and governors monitor the work of the school well. All staff now analyse the results of national and optional tests to identify gaps in learning and to set targets for the future. Managers recognise that each year group presents different challenges because of the mix of pupils and, in the case of older pupils, the disruption throughout their school career. Nevertheless, challenging targets have been agreed with the Local Education Authority.
50. Governors are committed to the work of the school. There is now a full governing body with appropriate committees, and concise minutes provide an accurate record of what is happening. Reports presented by the headteacher are detailed and focus on improving standards. Governors responsible for literacy and special educational needs visit classrooms and talk to staff about what needs to be done to improve. The charismatic chair of governors provides excellent support for the headteacher, visiting the school daily, checking on progress, meeting with parents and pupils and providing spiritual guidance. Governors are aware of the needs to improve standards and to this end are planning to form links with each subject. All legally required policies are in place and governors fulfil their statutory duties. The school is on line for Performance Management, with targets having been agreed with the headteacher. The aims and policies reflect the school's mission statement and are evident in its daily life.
51. For the first time in many years the school has a stable staff. There is a satisfactory number of suitably qualified and experienced teachers and support staff to meet the demands of the curriculum. Though there is no specialist art and design or music teacher, these subjects are adequately managed and standards are satisfactory. Support staff have a positive impact on the quality of learning. They provide good support for pupils with special educational needs and for those who have English as an additional language. All staff are effective in giving pupils confidence, in raising their self-esteem and in gaining the interest of pupils who previously have been reluctant to learn. This is contributing to rising standards. Whilst staff are generally deployed well, there are occasions during shared class time, for example in literacy and numeracy, when support staff have little to do and their time could be used more effectively, for instance in recording pupils' responses. The school is fortunate in its secretarial staff, site manager and ancillary staff, who all show great loyalty and make an important contribution to its

smooth running. The efforts of lunchtime supervisors in teaching pupils how to play has resulted in improved behaviour at lunch and breaktimes and in pupils enjoying traditional playground games such as “hot rice”, “What time is it Mr. Wolf?” and skipping games. All staff are hard-working and provide good models for pupils to know how to conduct themselves appropriately. Suitable induction systems are in place to train newly qualified teachers and to help temporary and new teachers familiarise themselves with school routines and policies.

52. The accommodation is satisfactory, with many good features. The indoor accommodation, including specialist areas for computers, music and libraries are bright, cheerful and well maintained. Shared areas outside classrooms are wide and used extremely well, but the classrooms for the reception class and the older junior age pupils are small and this restricts some learning activities. The appearance of the whole school is enhanced by attractive displays of posters, photographs and pupils’ work, which celebrate achievement and support learning. Outdoors, the playgrounds are of satisfactory size with areas for pupils to sit quietly should they wish, and markings for a number of games. Staff in the reception class use the hall and infant playground to improve children’s physical development because there is no easily accessible designated area for young children to play. There are suitable plans to develop this at the end of the school year. The grassed play area slopes and is too small for organised sports. This limits the teaching of athletics and games. There is no space for a wild life area.
53. Resources have improved since the last inspection and are at least satisfactory for all subjects. The quality and quantity of English, science and computer resources are good. Equipment is clearly labelled and is easily accessible to pupils and staff. Both infant and junior departments have their own library. The infant library is well organised. Whilst there are a good number of books in the junior library this area is awaiting re-organisation. Though the books have been sorted according to content, these are not catalogued and this limits opportunities for pupils to use their research skills. All teachers make good use of resources in the locality to enrich pupils’ learning, for example drama specialists and Leeds United Football Club.
54. The school manages its finances well and works within a balanced budget. Conscious of falling numbers, governors have sensibly held off appointing a deputy headteacher until pupil numbers stabilise. The strategic use of resources, including money for teachers’ courses and extra resources such as the computer suite is effective and is having a positive effect on standards. Pupils benefit from the efficient way that educational priorities are supported through careful financial planning and the focus on raising standards. All funds, including grants for specific purposes, are suitably allocated to maintain and develop provision. The school follows the principles of best value appropriately and governors are aware of the importance of checking value for money.
55. The secretary administers the school office efficiently. No major concerns were highlighted by the most recent audit of the school’s procedures and the minor points identified have all been dealt with. Arrangements for dealing with and accounting for money brought into school by pupils, including charitable funds, donations and fund raising are good. Computer-based systems are used appropriately in the office to save time and their use is gradually increasing to maintain records of pupils’ assessments and special educational needs.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to continue to raise standards the headteacher, staff and governors should

- improve standards in English further by:
 - building on the good practice that already exists;
 - providing more opportunities for pupils to develop research skills including the use of dictionaries and thesauruses;
 - developing the teaching of literacy by ensuring a consistent approach to planning for different ability groups;
 - setting individual targets with older pupils so they know what they have to do in order to improve their work;
 - providing more opportunities for pupils to write independently in other subjects.

(paragraphs 7, 8, 9, 22, 24, 27, 68, 71, 73, 75, 76, 88)

- continue to raise standards in mathematics and science by:
 - providing more opportunities for investigative and experimental work;
 - planning more opportunities for pupils to use computers;
 - improving the recording of work;
 - reviewing the amount of time allocated to science.

(paragraphs 10, 11, 30, 80, 84, 85)

- improve the progress of higher attaining pupils in the junior department by:
 - suitable training for staff;
 - producing a policy for the teaching of higher attaining pupils;
 - setting more work which challenges their ability and makes them reason their answers;
 - hearing them read more regularly in order to improve comprehension and eliminate poor reading habits;
 - providing more challenging homework;
 - providing more opportunities for pupils to use their research skills;
 - considering different ways of recording work;
 - expecting a greater volume of written work.

(paragraphs 6, 23, 27, 32, 42, 68, 71, 73, 80, 83, 88, 89)

In addition to the above key issues, the following minor issues should be considered for inclusion in the school's action plan:

Ensure targets in pupils' individual education plans are in sufficiently small steps and are easily measurable. (paragraph 33)

Ensure systems for monitoring progress in non-core subjects are used consistently throughout the school. (paragraph 42)

Prepare pupils to live in a multi-cultural society. (paragraphs 37, 64)

Improve the attendance of a minority of pupils. (paragraphs 18, 40)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	21	49	30	0	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 – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	208
Number of full-time pupils known to be eligible for free school meals	N/A	26

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	N/A	7
Number of pupils on the school's special educational needs register	N/A	31

English as an additional language	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence	%
School data	6.7
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

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	10	10	11
	Girls	12	14	12
	Total	22	24	23
Percentage of pupils at NC level 2 or above	School	73 (70)	80 (65)	77 (73)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	10	10
	Girls	12	11	11
	Total	21	21	21
Percentage of pupils at NC level 2 or above	School	70 (70)	70 (80)	70 (80)
	National	84 (82)	80 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	14	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	4	8
	Girls	12	8	13
	Total	18	12	21
Percentage of pupils at NC level 4 or above	School	72 (66)	48 (69)	84 (74)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	5
	Girls	11	7	12
	Total	15	12	17
Percentage of pupils at NC level 4 or above	School	60 (69)	48 (69)	68 (66)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	4
Chinese	0
White	166
Any other minority ethnic group	9

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)	8
Number of pupils per qualified teacher	26
Average class size	29.7

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	209

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	1	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	1999 –2000
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	£
Total income	423,303
Total expenditure	418,779
Expenditure per pupil	1,985
Balance brought forward from previous year	13,370
Balance carried forward to next year	17,894

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	208
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	33	5	6	0
My child is making good progress in school.	46	40	11	2	2
Behaviour in the school is good.	48	33	6	7	6
My child gets the right amount of work to do at home.	41	29	21	8	2
The teaching is good.	56	37	2	0	6
I am kept well informed about how my child is getting on.	52	27	14	8	0
I would feel comfortable about approaching the school with questions or a problem.	59	30	3	8	0
The school expects my child to work hard and achieve his or her best.	60	32	2	0	6
The school works closely with parents.	51	30	10	6	3
The school is well led and managed.	56	27	8	6	3
The school is helping my child become mature and responsible.	44	43	6	3	3
The school provides an interesting range of activities outside lessons.	19	30	29	13	10

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

57. The provision in the reception class is sound with many good aspects. At the time of the inspection there were 26 children in the class, of whom 10 were under-five. The curriculum is closely linked to the required areas of learning. Planning is good and all adults contribute to the good day-to-day assessment. Assessments are used successfully to inform future teaching and to develop an informative profile on each child. Resources are good and promote all areas of learning. There is no designated area for the children's outdoor play, but the school has plans to install one at the end of the school year.
58. What children know, understand and can do when they enter the reception class is below average. Almost half of them have not been to nursery school. One child has been identified as having special educational needs. One child has English as an additional language.
59. Children make steady progress so that by the time they leave reception the majority reach standards that are expected for their age in all the areas of learning. However a significant minority, although they have made satisfactory progress in personal, social and emotional development, physical and creative development and in knowledge and understanding of the world, do not reach the expected standards in mathematics and in literacy and language development. The children all have well developed listening skills. Standards have been maintained since the last inspection in all areas and improved in personal, social and emotional development.
60. The quality of teaching is sound with good features. It is characterised by thorough planning with a good range of activities which develop skills, knowledge and understanding. The two part-time teachers communicate closely with each other and with their non-teaching assistant who gives valuable support throughout the day. On occasion, however, teachers give too much support to an activity and this restricts children's independent learning. All adults use language well to encourage children to answer fully and develop their speaking.

Personal, social and emotional development

61. Teaching is consistently good in this area. Adults create a secure, calm environment and quickly establish very good relations with all the children. Children enjoy coming to school, demonstrate very good listening skills and display very positive attitudes towards learning. All adults have high expectations of good behaviour. Children respond well and show mature sensitivity to others and co-operate well with each other. Children respect each other because teachers encourage them to be increasingly aware of the feelings of others. They begin to develop the skills necessary to work independently. Children select activities with confidence, take turns sensibly and tidy away at the end of the sessions. When preparing for physical activity, almost all dress and undress with little adult help.

Communication, language and literacy

62. The quality of teaching of language and literacy is sound and the teaching of listening skills is good. However, a significant minority of children are unlikely to reach the expected standard by the time they leave the reception class. Children make satisfactory progress in this area of learning, including their spoken use of language. The majority are confident speakers but use a limited vocabulary, for instance as they give news from home. Children make good progress in the development of listening skills because adults have high expectations and foster the importance of listening carefully. All children enjoy listening to stories and looking at books. The most able children start to read simple stories independently, but the majority are still at the stage of enjoying looking at pictures, talking about them and recognising the occasional word. Children write their own names and a few are beginning to write simple sentences. Most children know the sounds of the alphabet. They use their listening skills well to solve simple alliteration puzzles. The majority are eager to record their ideas and do so in the form of emergent writing that only they can read. All enjoy taking part in simple dramatisation such as the story of the Hungry Caterpillar.

Mathematical development

63. Teaching is sound in mathematics and children make sound progress. By the time they leave the reception class, many children will achieve the standards expected nationally, but a significant minority will not. Children count confidently to ten and many count back to zero. The more able children put those numbers in the correct order, and start to understand how many are left when some objects are taken from a group. They recognise and write numbers below ten. Some children count beyond ten and name two-dimensional shapes correctly. Teachers provide a range of opportunities for children to practise using numbers such as seeing which number on a series of cars is out of order. Adults discuss the meaning of “full”, “half full”, “nearly empty” and “empty” and children start to have a good understanding of what each term means. In the shop, children start to recognise coins as they buy and sell flowers.

Knowledge and understanding of the world

64. Teaching is good and most children reach the expected standard by the time they leave the reception class. Teachers ensure that they have a growing knowledge that lays a firm foundation for learning later on. Children become aware of their immediate locality. They visit the nearby park to look for signs of Spring and grow plants from beans and seeds. They become aware of their senses; they feel and describe different textures such as the softness of wool. Children learn the importance of being able to hear as they explore sounds through playing and listening to percussion instruments. The past is illustrated well as children compare how they were as babies with themselves today. They select materials and equipment to make models from junk and develop skills needed to cut and stick materials together, such as forming caterpillars. Using simple computer programs, they strengthen work in other areas of learning such as initial letter sounds and basic number skills. When using computers, children develop a sound knowledge of the keyboard and move the cursor confidently around the screen because of the good quality support they receive. Children have a suitable understanding of the Catholic faith and readily join in prayers. Their understanding of other cultures is not as well developed.

Physical development

65. Teaching is good and this enables the children to reach the expected levels before they leave the reception class. There are daily opportunities for children to play out of doors. Children use the wheeled toys with enthusiasm and enjoyment. Movement lessons in the hall are of good quality and enable the children to develop control and an awareness of their bodies so that they move with growing confidence and agility. Most understand that their heart beats faster when they exercise and that they need to exercise to keep healthy. Children listen well even when they are in big spaces like the hall and the playground. Children handle scissors, glue brushes and pencils with reasonable control. They play appropriately with construction and small toys and malleable materials such as moulding clay.

Creative development

66. Good teaching and support encourages most children to reach the expected standard. Most children sing songs with great enjoyment from memory. All children have opportunities to express their own ideas and communicate their feelings through play. They do this with confidence and enjoyment as they play in the flower shop and kitchen home corner. Careful artwork is created using a good variety of techniques such as collage, printing, painting and drawing. Children look at the work of artists such as Van Gogh and paint their own pictures of flowers with great attention to detail. Teachers value children's work and good quality displays enhance the learning environment.

ENGLISH

67. In the 2000 national tests, results for seven-year-olds were well below the national average in reading, but in line with the national average in writing. Pupils' performance in reading was well below that of pupils from similar backgrounds and their performance in writing was below. National test results for eleven-year-olds were well below the national average when compared with all schools and similar schools. Standards for eleven-year-olds have declined since the last inspection, as have standards in reading for seven-year-olds. However, these groups of pupils include an unusually high number with special educational needs. In addition, as with other subjects, most pupils have experienced a very unsettled period including an unusually high number of teachers, many of whom were in the school for a very short time and who had poor discipline and low expectations of the standards pupils achieve. Over the past four terms, a number of changes have resulted in better teaching and learning. The appointment of the teacher in charge of the subject, more sophisticated use of assessment information, support for under-achieving pupils, such as the Additional Literacy Support project, and initiatives for specific areas such as writing are beginning to have a positive impact on standards.
68. Inspection evidence shows pupils achieve well as they move through the early years of school so that by the age of seven, the majority of pupils now achieve the expected standard in all aspects of English. Pupils in Years 3 and 4 are achieving well. Pupils in Years 5 and 6, who have suffered most disruption, are not as positive in their attitude to work. Many lack the confidence and ability to work independently, so standards for these pupils are still below those expected nationally of eleven-year olds. Nevertheless, taking account of prior attainment,

the majority of pupils have made satisfactory progress in speaking and listening and in writing, but too few pupils have made sufficient progress in reading from the age of seven. Higher attaining pupils make unsatisfactory progress in all aspects of the subject and do not achieve as well as they should. There are no significant differences in the achievements of boys and girls. Pupils with special educational needs make at least satisfactory progress because of the good support they receive. Where pupils with special educational needs make better progress, the targets in their individual education plans are in very small steps so staff know exactly where to focus their teaching. Pupils from travelling families and those with English as an additional language also make at least satisfactory progress because staff make sure they understand new vocabulary and what is expected of them.

69. Pupils of all ages and abilities listen carefully to their teachers and to each other. As they get older, they gradually develop more confidence in expressing their ideas and opinions. The youngest pupils are confident and willing share their ideas and thoughts. Teachers throughout the school explain new ideas and instructions carefully and use open-ended questions well to encourage pupils to give considered and thoughtful answers. However, although this is effective in encouraging pupils to have more confidence in contributing to discussions, many pupils do not have the skill to explain their ideas fully using subject specific vocabulary. For example, a pupil completing an electrical circuit said “put this in there” meaning the bulb into the holder. Pupils in Year 5 made very good progress in speaking and listening in their drama “Escape to Freedom”. Working with a specialist drama group, they developed their production taking account of their discussions using their voices and bodies effectively to convey a wide range of emotions. This made a very good contribution to pupils’ moral development.
70. In reading, younger pupils achieve well and by the age of seven their attainment is close to the national average. Pupils develop a basic sight vocabulary and know how to use letter sounds or pictures to work out unfamiliar words. Pupils of all abilities enjoy reading books and magazines at home and in school. By the age of seven, lower attaining pupils have gained a basic knowledge of initial letter sounds and use this to try and decipher new words, but they are not confident in the full range of letter sounds or blends which limits their reading. Average pupils explain, in basic terms, the story of a book and have a broad sight vocabulary so their reading is developing fluency and some expression. They know how to use the contents and index page in a non-fiction book to find information, and are familiar with the terms fiction and non-fiction. Higher attaining pupils are reading at levels above those expected for their age and are fluent and have a good understanding of how to use punctuation and expression to give added sense and interest to the story. They confidently find specific information using the contents or index and talk about the books and characters.
71. Pupils in Year 3 and 4 are also achieving well. A group of under-achieving lower ability pupils are making good progress because of their Additional Literacy Support. During these lessons, previously reluctant readers persevere to read new words. They are delighted when they decipher longer words and improve in speaking as they explain the strategies they have used. Attainment for pupils in Years 5 and 6 is below the national average. Nevertheless the majority are developing a good range of strategies to gain meaning from print, and most break down words into syllables and use contextual clues effectively. Pupils enjoy reading, but their ability to recount the significant ideas, events and characters in stories is under developed. Lower attaining pupils read at a steady pace, but with

limited expression. However, they have a good sight vocabulary and use the illustrations and their phonic skills to work out unfamiliar words. Higher attaining pupils read good quality fiction of a more adult nature with more fluency, expression and understanding. They cope well with the more complex narrative structures of these stories. Out of school, they read a range of literature, including magazines and children's novels, and some talk about their favourite authors. The main area of weakness is pupils' ability to empathise with characters and to infer meaning from what they read. This limits their ability to use research skills to the full. A number of pupils do not have a secure understanding of how to use the index, glossary and contents pages in non-fiction books and they do not know how a library is organised. Many older, higher attaining pupils do not read aloud regularly. Some have acquired bad reading habits such as not using the punctuation to help them understand the meaning of the text and this affects their understanding.

72. By the age of seven, pupils' attainment in writing is close to that expected for pupils of their age and they make good progress. As they move through the infant department, they develop their letter formation and begin to understand how to use capital letters and full stops to write in a series of sentences. Pupils in Year 1 begin to develop a joined writing style, reflecting the high expectations of the teacher. By the age of seven, the content of their writing is satisfactory and pupils' knowledge and understanding of grammar and punctuation is secure. They understand how to use full stops and capital letters to denote sentences and higher attaining pupils extend their ideas in a logical sequence of events. They write in a variety of styles such as writing stories, records of science investigations and letters from the Crimean War home. Pupils spell simple common words correctly and in the majority of cases, errors are phonetically logical, but the quality of presentation is variable across the classes and there are frequent careless errors.
73. By the age of eleven, pupils' attainment in writing is below average with few pupils achieving at the higher levels. However, standards are improving so pupils in Years 3 and 4 are now achieving close to the nationally expected levels. Although most of the oldest pupils write in a joined up style, a significant number of pupils have uneven letter formation and their handwriting is inconsistent. The use of capital letters and full stops to denote sentences and for proper nouns is inconsistent and few use punctuation including commas, exclamation and speech marks consistently accurately within their work. Most common words are spelt correctly, but there are frequent errors that, although they are phonetically logical, are uncorrected. All the pupils write for a variety of purposes and vary their style to match the audience or subject. However, the writing of higher attaining pupils lacks vitality. Though they develop their ideas well, their use of adventurous vocabulary to add interest is limited.
74. Pupils have suitable opportunities to practise their literacy skills through reading in other subjects. Teachers expect pupils to write in different styles and for different audiences so they develop an understanding of how to vary the vocabulary depending upon what they are writing. Though pupils write up investigations and they are encouraged to write their own ideas in history and geography, overall they have too few opportunities to write independently. Pupils are beginning to use computers to present their work in most classes. They have a good understanding of how different fonts and letter styles can be used to give emphasis to headlines or titles, and use their knowledge well in producing good

quality biographies of well known people.

75. The quality of teaching has improved since the last inspection and is now very good. Teaching in reading and writing is very effective in the infant classes. Teachers in these two classes are particularly confident in their subject knowledge. In all lessons, they take every opportunity to reinforce early reading and writing, which results in pupils making good progress in acquiring these skills. Teachers in the infant classes regularly hear pupils read individually, and reading diaries are used well to communicate with parents and to record what pupils have achieved. Teachers do not hear older pupils read individually as regularly, and reading diaries are mainly a record of what pupils have read, not where they need to improve. Pupils are not systematically encouraged to think about the books they have read or the characters so they do not develop the ability to empathise with characters or to consider which aspects of their books they enjoyed. This reduces the rate at which they learn the more sophisticated skills needed to achieve the higher levels of the National Curriculum Programmes of Study.
76. Teachers of all age groups manage pupils and organise lessons very well. They have high expectations of how pupils will behave, which creates a good atmosphere for learning so pupils are able to concentrate and get on with their work. Most pupils have good attitudes to the subject, though the oldest pupils are less motivated. The planning of lessons is good overall, although the quality is variable in different classes. In the best examples, learning outcomes for each part of the literacy lesson are clear and well matched to activities. Consequently, lessons have a good pace, the texts chosen are used well to teach both reading and grammar work, and teacher-led groups are clearly focused. This means that most pupils make good progress in achieving the planned objectives. When the planning is not as explicit, lessons do not have the same clarity of focus and the teacher-led group activities are used less well to develop the specific skills of pupils in that group. Support staff are used well to work with groups of pupils in the classroom and in withdrawal groups. They provide sensitive support to pupils with special educational needs and those with English as an additional language and have a good understanding of what they are expected to do in group activities. However, their role is less well developed during the whole class sessions and insufficient use is made of their skills to observe pupils and to assess or monitor pupils' contributions. Work is marked regularly, but especially for older pupils, does not consistently give sufficient help or guidance for them to improve the quality of their work. Homework is given regularly to all age groups and this contributes to pupils' progress.
77. Though the teacher in charge of the subject has only been in post for four terms she has given very clear direction to the subject and much has been done bringing good improvement since the last inspection. By preparing a subject action plan, reviewing school's policies and practices in reading and writing, observing lessons and taking advice from the local authority literacy consultant, she has begun to have a major impact upon the improving standards of teaching and pupils' learning, particularly in writing. The school has developed good procedures for assessing pupils' progress so that teachers know what pupils can do, particularly in reading and writing, and what they need to do next to improve. The comprehensive procedures are used to set group targets in literacy, but individual targets are less extensively used to develop each pupil's skills. Resources are good and the libraries have sufficient fiction and non-fiction books. However, the junior library is not catalogued so pupils do not learn how to search

for books on specific topics. The study of works by a wide range of writers makes a good contribution to pupils' cultural development.

MATHEMATICS

78. The previous inspection judged standards of attainment to be in line with the national average by the age of seven, and below national averages by the age of eleven. Since then standards have fluctuated for both age groups. The results of the year 2000 national tests for seven and eleven-year-olds were well below the national average. When compared to pupils from similar schools, the results of seven-year-olds are well below those expected and the results of eleven-year-olds are in the lowest five percent. Standards are now rising throughout the school due to good teaching from a more settled teaching team. Attainment is improving in the junior school but standards are still below those expected by the age of eleven. This is because of the turbulent history these pupils have endured and the large number of pupils with special educational needs whose individual results will affect the overall statistics.
79. Pupils in the infant classes achieve well and the majority of pupils are reaching the level expected, with a significant minority working beyond those levels. Most pupils are making good progress in number work making good gains in their understanding and use of addition and subtraction using numbers up to 100. Those with special educational needs make satisfactory progress for their abilities and are well supported in class. Higher attaining pupils work with larger numbers and are starting to compose times tables and understand that division is the opposite of multiplication. Pupils recognise coins, tackle money problems, and most have some knowledge of two-dimensional shapes and they record data in block graphs, tally charts and Venn diagrams. Pupils in Year 1 are achieving particularly well and many are working beyond the level expected for their age.
80. Overall, pupils make sound progress overall in the junior classes, though they do not achieve the expected standard by the time they leave the school. Pupils, including those with special educational needs, are developing their skills well in all aspects of mathematics at their individual levels of ability. By the age of eleven, most are familiar with the four rules of number and apply their knowledge to everyday life. For example, working out how to spend £150 on "wet play" equipment. They improve their knowledge of shapes and measures and apply this in subjects such as science and design and technology. Pupils' ability to solve problems is underdeveloped because they do not have sufficient opportunities to undertake practical and investigative work. Most pupils present their work clearly, but some pupils are careless in their presentation and this confuses them, for example when adding columns of hundreds, tens and units. Some Year 6 pupils lack confidence in their ability and are unenthusiastic and unwilling, for example, to define mathematical terms such as "scalene" and "equilateral" triangles. Higher attaining pupils in the junior classes have more advanced knowledge, for instance the formulae for area and volume but some of the time they are not sufficiently challenged by their work.
81. Pupils in all age groups make good progress in mental mathematics because of daily practice. Pupils use their knowledge of mathematics increasingly in other subjects. For example, pupils measure and calculate their results in science; they apply their knowledge of number when working out "time lines" and dates in history and use data to produce graphs and spreadsheets in computer studies. In geography, older pupils locate features using co-ordinates and discuss the length

of rivers.

82. All teaching is at least satisfactory and almost teaching seen during the inspection was good or very good. Teaching has improved because of the influence of the National Numeracy Strategy and the structure of lessons. Teachers plan carefully, but do not always identify in detail the level at which different groups will practise a skill. They make sure their pupils understand the learning objective for the lesson. This gets lessons off to a good start and pupils concentrate and work hard. Good relations with the teacher and other pupils ensure that pupils answer confidently even if sometimes they are wrong. Sometimes some teachers do not ensure all pupils are working and finding answers during the mental warm up to the lesson. Support staff give valuable, discreet help. They quietly give another explanation to pupils who learn more slowly so that they are able to keep up well with the pace of lessons and make satisfactory progress for their abilities. However, support staff are not used to the best advantage in whole class shared time. Teachers have high expectations of good behaviour and this creates an atmosphere conducive to work.
83. Pupils work together well in groups, sharing resources and discussing what they are doing quietly and sensibly. Teachers of younger pupils plan tasks to challenge pupils of all abilities. For example, all pupils in Year 2 made progress in understanding Venn diagrams; while the less able pupils discussed how to sort shapes with the help of a non-teaching assistant, higher attaining pupils enjoyed the challenge of working out their own criteria for sorting numbers between zero and 50. During this time, teachers worked with each group, using questions skilfully to find out how well pupils are doing, and also to extend their thinking further. Whilst teachers of older pupils plan different activities for different ability groups, tasks for higher attaining pupils are not always sufficiently challenging and this limits their rate of progress. Teachers have good subject knowledge and teach new skills well. In the best lessons, teachers encourage pupils to reason and this leads to greater understanding of what they are doing and good progress. For example in a Year 1 lesson, a pupil commented "my number's the largest, so it has to go at the back". Teachers are well organised, planning with support staff to make sure all pupils receive help and understand what is expected of them regardless of ability or race. Lessons end well with a review of what pupils have learned. In the best lessons, teachers check pupils' understanding by asking searching questions. They reinforce learning by asking what pupils found most difficult. For example in a Year 4 class, a pupil said that it was hard to multiply 30 by 11. This gave the teacher the opportunity to ask other pupils to review methods they use, and by the end of the session everyone had benefited.
84. The subject has been well managed for some years, and now that the staff is stable, this is improving the quality of teaching and learning. Managers observe teaching and regularly see pupils' work. Teachers' half term plans are monitored but not the weekly planning, which at present is not regularly annotated in the light of how pupils are learning. Pupils' progress is scrutinised and plans are in hand to give pupils individual targets for improvement. Though a good start has been made in using newly delivered computer software to support mathematics, staff know this is an area for development.

SCIENCE

85. Teacher assessment and national test results for the year 2000 show standards

in science are well below those expected of seven-year-olds and below those expected of eleven-year-olds. Pupils' performance is well below that of those from schools of a similar background. Inspection findings indicate that standards are in line with those expected by the age of seven and below those expected nationally by the age of eleven. Standards have fluctuated over the past three years and results have reflected the uncertainty within the school, the low expectations of temporary staff, and the number of pupils with statements of special educational need. Taking account of pupils' prior attainment, achievement is good for pupils aged five to seven and satisfactory for most pupils between seven and eleven. Pupils with special educational needs and those with English as an additional language make good progress because of the support they receive. However, the progress of older higher attaining pupils is unsatisfactory and they do not achieve as well as they should. There has been satisfactory progress in investigative science since the last inspection. Overall, pupils respond appropriately to opportunities to plan, obtain evidence and record their finding. The scrutiny of pupils' work and discussion with teachers indicates science is not taught every week in some classes. Though most pupils make good progress in lessons, their progress over time is only satisfactory because a number of classes do not spend as much time as they should studying the subject.

86. By the age of seven, pupils know the differences between living and non-living things and name body parts such as the head and arms and point to where their heart is. Through growing sunflowers they know that plants need light, water and food to grow. Pupils describe materials and sort them, for example into hard or soft and rough or smooth groups. Pupils in Year 1 use their knowledge well and predict which material will make the best waterproof hat for Teddy. When working with forces, they are clear about "pull" and "push" and decide which force is used to move toys such as a car or pram. Through their study of electricity they know how to complete a circuit with most pupils giving reasons for a broken circuit. For example, "there is no bulb" or "both clips are connected to the same side".
87. Most pupils make satisfactory progress between the ages of seven and eleven. They improve their knowledge of their bodies and by the age of eleven, name and locate internal organs, for instance the lungs, and know how their muscles work. Pupils sort materials into natural and man-made and give good reasons why, for instance, windows are made of glass. They test materials for hardness and investigate the permeability of rocks. Pupils in Year 6 improved their knowledge of how materials change during a visit to a local factory where they observed and made artificial leg and arm joints. When working with physical processes, pupils investigating musical instruments understand that the pitch of a sound can be raised or lowered with more able pupils explaining how it occurs. Pupils investigating forces recognise that water produces an upward thrust and most see a pattern in their results. Though pupils are encouraged to explain how they would set up an investigation, this is an area of weakness, especially in higher attaining pupils. Many pupils understand the need for their test to be fair, for example in the length of time a process is observed. Most understand that some aspects of an investigation can be changed and this will affect the result.
88. Pupils' use of basic skills is variable. Because teachers emphasise new words and key vocabulary, all ages and abilities are extending their scientific vocabulary well. However, few teachers write the vocabulary on the board for pupils to improve their reading and spelling. Though teachers encourage pupils to present

their work neatly, many older pupils do not always use the same standard of writing as they do in their English books. Most teachers direct how pupils record their findings and provide written frameworks. Whilst this helps lower attaining pupils and those with special educational needs and English as an additional language, it limits the progress of more able pupils in writing independently and in deciding how to record their results. Teachers encourage pupils to become independent learners by giving them the opportunity to research information. Many pupils benefit from this but others, especially in Years 5 and 6, despite good teaching find it frustrating because they do not have sufficient knowledge and skill to find information quickly and need more practice. Pupils use their mathematical knowledge when measuring, for example Newtons, and to compile tables, graphs and pie charts of their findings though this varies between classes. Only since the arrival of new computers have pupils used information and communication technology to support work in science. Staff recognise this is an area for development.

89. The quality of teaching ranges from satisfactory to very good, and is good in both age groups. Teaching is stronger for infant age pupils. Teachers are confident and now provide a scientific focus to most tasks. Introductions are good and pupils are gaining confidence in predicting the outcome of an investigation because teachers ask what they think will happen. Pupils with special educational needs and those with English as an additional language make gains in their knowledge because teachers and support staff check they understand what they are doing. Teachers of larger classes are imaginative and use resources, including the shared areas, well. In lessons where teaching is more effective, lessons are conducted with a sense of urgency and staff give pupils a certain amount of time to complete an activity thus encouraging pupils to produce a good volume of work. Pupils make very good progress because they are continually challenged and questioned “why is the root of the plant covered in hairs?” or “explain to me why is that sound lower?” elicits the response “because the string is shorter the pitch is lower”, thus improving pupils’ speaking, and understanding. Whilst homework is used to reinforce what pupils have learned in lessons, pupils of all abilities are given the same task. This reduces its effectiveness, especially for higher attaining pupils.
90. Management of the subject has been good, unfortunately the co-ordinator has been absent for a long time. Though the headteacher has oversight this is affecting the development of the subject. Prior to her illness, the co-ordinator had made a good start to observing in classrooms and helping teachers improve their practice. She has revised the policy and introduced useful assessment procedures. Testing before and after topics allows pupils and staff to accurately gauge what has been learned and for teachers to plan for further work. Resources are good and used well.

ART AND DESIGN

91. Standards in art were satisfactory at the time of the last inspection and these have been maintained and are in line with those expected of pupils of this age. The school has adopted national guidelines which allow all the required skills to be practised and developed carefully. Pupils with special educational need make satisfactory progress.
92. By the age of seven, pupils study the work of a number of artists as diverse as Kandinsky and Monet. In Year 1, they sketch plants, paint flowers in the style of

Van Gogh's Sunflowers and use a variety of opaque and translucent coloured papers on marbled backgrounds to make delightful patterns in the style of Kandinsky. Year 2 pupils mix paints in soft tones of blue, green and yellow to produce misty, highly sensitive landscape pictures inspired by Monet. After looking at Mondrian's patterns they comment "this isn't nearly as hard!" Pupils in this class build on the skills learned earlier and sketch the patterns they see on shells and hands, and use their imaginations to enlarge a photograph. Pupils experiment with a variety of paper and materials to make collage pictures. By the age of eleven, pupils improve their skills of observation, drawing and painting to create highly detailed sketches of Tudor headwear and paintings about People at Work, which show good proportion and movement. In Year 3, pupils explore self-portraits and family groups. They use their knowledge of pattern making and create tessellations. After carefully looking at a picture of a chair by Van Gogh, pupils in Year 4 use pastels successfully to draw their versions of a range of chairs. Some of the pictures show acute observation and are of very high quality. They further their skills of landscape painting. Pupils in Year 5 refine their sketching by the use of different shading as they draw excellent pencil sketches in the style of Lowry and look increasingly acutely at how to create complex visual images. No examples of three-dimensional work were seen.

93. Two lessons were observed during the inspection, both were in the junior department. Teaching was satisfactory in one lesson and very good in the other. Teachers start the lesson well by recapping previous learning and giving clear instructions so pupils know exactly what is expected of them. However, in one lesson no use was made of questions to encourage pupils to think for themselves when recalling what had been done and in asking them what they felt should be the next step. Teachers manage their pupils well and this helps pupils settle quickly and concentrate well. Opportunities were missed in one lesson for pupils to look at a range of pictures in order to inspire their work, and the teacher did not circulate to encourage and extend them. In the very good lesson, the teacher gave very good advice and help which enabled pupils to discuss how to improve their work.
94. The subject is managed satisfactorily. The co-ordinator has been in post since September. There has not been any observation of teaching lately, but standards and scope of work done are monitored. There is no formal assessment of pupils' progress. Resources are satisfactory, and are used well. Though the teaching of art and design makes a good contribution to pupils' cultural development, pupils have too few opportunities to appreciate and work in the style of artists from beyond Europe. Art is used well to support other subjects, for example in the infant classes pupils produce attractive collages to represent the changing seasons, and illustrate postcards as part of their work in geography. Older pupils illustrate characters they would like to play in drama, and draw posters for their favourite book and favourite author using coloured pencil. Year 5 combine art and science in colourful posters about healthy eating. Teachers are beginning to use computers to support the teaching of art and design, for example to create patterns in the style of Mondrian.

DESIGN AND TECHNOLOGY

95. The last inspection found standards of design and technology to be unsatisfactory. The school has worked hard and standards are now in line with those expected nationally by the ages of seven and eleven. The new scheme of work has given teachers confidence and this has contributed to the improvement.

96. Pupils in Year 1 make and taste a variety of fruit salads and record which fruit and vegetables they like and dislike. They make simple hinged kitchen pictures, use split pins to construct jointed toys and simple levers to make pictures move. By the age of seven, pupils in Year 2 have developed these skills as they make a range of vehicles with moving wheels and axles. One pupil has made an articulated lorry using folded card for the joint, while others made imaginative foot-powered vehicles of high quality such as roller blades and scooters. They design and make patterned coats for a doll, and start to learn how to sew two pieces of material together neatly, having discussed and decided that stitching is the most suitable method of joining cloth.
97. By the age of eleven, pupils construct cantilever bridges using skills that they have learned through the school. However, although they design and write about their models, their evaluations are superficial and do not show an advance of skill to that shown by Year 3 pupils as they design, describe how to make and finally evaluate their purses in careful detail. Pupils in Year 3 improve their sewing using a range of stitches and a variety of fastenings to close the purses. Pupils in Year 5 use their knowledge of healthy eating as they make, for instance, tortillas as part of a science topic on healthy living. Year 6 pupils follow detailed instructions as they make Tudor hats and head dresses. They use a variety of simple sewing stitches and learn how to pin material securely.
98. Two lessons were observed, one in each department. One lesson was satisfactory and the other good. Teachers are well organised. They make sure that pupils understand the tasks they are about to undertake and, with the help of support staff, maintain pupils' enthusiasm and extend their skills well. They have good classroom control which creates an atmosphere where pupils work with care and concentration. In one lesson pupils used their imagination well in their designs, but in the other pupils copied that of their teacher. Teachers encourage pupils to use their skills in other subjects. For example, pupils in Year 4 have made masks to support their work in history. Teachers now plan to use computers to aid design as when Year 2 used a program to help them make patterns. Teachers encourage pupils to improve their speaking as when describing their designs.
99. The subject is managed well. The co-ordinator has adopted national guidelines which teachers adapt, and she checks that there is satisfactory coverage of topics in order to build progressively on pupils' skills. Assessment sheets have been introduced this year. The co-ordinator sees teachers' half term plans although she does not observe teaching. She prepares resources at the end of each term in readiness for the next topic. These are satisfactory, used well and appreciated by colleagues.

HUMANITIES

100. Because of the organisation of topics, pupils are taught either history or geography each half term, studying the other subject in the second half of the term. During the inspection geography was being taught to infant classes and history to junior age pupils.
101. At the time of the last inspection, there was insufficient evidence to form judgements about the standards of attainment and the quality of teaching provided. Pupils were judged to make satisfactory progress in history, but

unsatisfactory in geography, so that by the age of eleven they did not have the knowledge, skills and understanding expected. Since the last inspection, the school has implemented national guidelines for both subjects as the basis for the scheme of work. Evidence from lessons and pupils' work shows that by the age of seven and eleven pupils in both age groups now achieve the expected levels in both subjects. As they move through the school, all pupils, including those with special educational needs and those with English as an additional language, make satisfactory gains in their knowledge and skills. The improvements in standards reflect better teaching and clear direction by management.

102. In **geography**, by the age of seven pupils are aware of the different sorts of housing found in Beeston, for example, they identify bungalows and flats. Most know their address and describe their route to school, talking about features such as shops and traffic lights that they pass on their way. They increase their knowledge of other places through studying other villages, for instance in Africa, comparing how people live, what they do and what they eat. Pupils of all ages and abilities develop their mapping skills as they move through the school. Older pupils draw maps using pictures to signify key buildings on the route to school. Higher attaining pupils use labels appropriately and add extra information to their maps. Most know the countries of the United Kingdom. Pupils increase their knowledge of different environments through their study of deserts and know where in the world hot and cold areas are found. By the age of eleven, pupils know about the water cycle and have a clear understanding of the importance of clean water to the balance of the environment. They know about major rivers of the United Kingdom and the world and understand how people use water in their homes.
103. By the age of seven, in **history**, pupils achieve standards in line with those expected. They understand that people and places change over time. They have knowledge of some famous people such as Florence Nightingale and find out how their work affects the modern world, such as cleanliness in hospitals. Pupils use different sources, for example photographs and videos, to compare how changes in the home and transport have affected people's lives over time. Pupils of all abilities understand subject vocabulary such as "old" and "new". By the age of eleven, pupils have a satisfactory understanding of a number of historical periods and civilisations in the United Kingdom and around the world. They understand the reasons why the Vikings travelled to Britain and other parts of Europe and the main aspects of their culture. Similarly, pupils learn about the Ancient Greeks, the social and political structure, their sports, religion and legends. The oldest pupils have a sound knowledge and understanding of these periods and, although many pupils are hesitant and some lack confidence in expressing their thoughts, they use appropriate vocabulary when discussing their ideas. Their skills are less well developed, particularly in finding and extracting evidence from different sources to justify their ideas. Pupils take a long time to find specific words in dictionaries and to complete their tasks. For example, a significant number of pupils in Year 5 found it very difficult to match people and jobs in a Tudor village by using written descriptions. This was not a reflection on the teaching in that lesson, but rather the under-developed research skills of pupils.
104. Teachers are now more confident in their subject knowledge. The teaching of both subjects is good. Teachers plan activities closely linked to the scheme of work so pupils progressively develop their skills and understanding as they move through the school. The emphasis teachers' place on teaching subject skills,

understanding and knowledge was evident in lessons with plenty of opportunities for pupils to talk with each other and share their ideas in whole class discussions and group activities. Both subjects make a good contribution to developing pupils' speaking and listening skills. Teachers have very clear expectations of behaviour and performance. Explanations and instructions are very explicit so pupils know exactly what they have to do. Consequently, they respond very well putting up their hands to answer questions, behave very well concentrate hard and try to do their best in discussions and written activities. Teachers use open-ended questions well in discussions to check what pupils have remembered from previous lessons and to stimulate debate. Lessons have a good mix of discussion and independent or small group activities which helps pupils concentrate and maintains their interest and enthusiasm so they make sound gains in their knowledge, skills and understanding.

105. Teachers are beginning to link history and geography to literacy lessons. For example, the Year 4 pupils studying the Ancient Greeks looked at myths and legends in literacy lessons. This approach effectively reinforces the knowledge and understanding of both topics. In addition, it gives pupils more opportunities to write down their ideas and demonstrate their knowledge through, for example, writing letters home from the Crimean war. However, some teachers give pupils too much guidance on what they should write and this limits the progress of higher attaining pupils. Numeracy skills are not developed as effectively and are limited, for example, timelines in history and graphs to compare climate and river length in geography. Though pupils are beginning to use computers to present some of their work and to find out information from CD-ROM encyclopaedias, overall, more use could be made of new technology to present work using different styles of writing or to compile simple graphs and charts. Teachers use imaginative displays very effectively to show off pupils' work and to illustrate the topics covered. This enhances the appearance of the school and helps make it a stimulating place to be.
106. The teacher in charge of the subjects has only been in the school for two terms, but has begun to give a good lead and clear direction. He has produced a suitable action plan for both history and geography that clearly outlines the areas of development in order to raise standards and has begun to prepare resource packs for each topic to help his colleagues. He is aware that the long term planning does not fully match the current single year group classes, but is planning to review the topic structure for next year. The curriculum is now broad and balanced in both subjects and local facilities are used effectively to provide opportunities for pupils to learn about their local environment and history. However, there is no structured approach to assessing and monitoring pupils' progress in history or geography. Teachers rely on their knowledge of their pupils to plan and group for pupils of different abilities.

INFORMATION AND COMMUNICATION TECHNOLOGY

107. There has been very great improvement in standards and achievement for pupils in both age groups since the last inspection. Pupils of all ages and abilities have made very good progress since the new computers arrived three months ago. There is no significant difference in the rate of progress of pupils of differing abilities. All pupils have lessons each week where they learn new skills in the specialist suite as well as having computers in their classrooms to support their work in other subjects. Only one lesson was observed during the course of the inspection. Judgements have been made following discussions with staff and

pupils and after looking at pupils' work and teachers' planning.

108. By the age of seven, pupils achieve standards above those expected of pupils of this age. Pupils of all abilities "log on" and have very good control of the "mouse". Pupils in Year 1 use the mouse to "dress" a teddy bear. Using a commercially produced program they write sentences, for instance about Goldilocks or the Ugly Duckling and combine graphics to illustrate their writing. In design and technology, they design a fruit salad using graphics and state their preferences of fruit. Pupils in Year 2 save their work and later retrieve it. They are confident in using tools when creating geometric patterns in the style of Mondrian. Using the correct vocabulary, they describe how they use the "pencil" and "brush" to draw lines and "flood fill" the colour in each shape. With their teacher's agreement they print the finished result. Pupils continue to make very good progress in acquiring new skills in the junior department. Standards are satisfactory by the age of eleven. Pupils in Year 6 are very confident when changing the font, size, and colour of their print. They chose their fonts carefully to match the style of their work and make their writing interesting. For example, they chose a flowing script to write poems about flowers, and a stark bold print when writing their thoughts about the Leeds fans who died in Galatasaray. Pupils of this age input data and formulae into a spreadsheet, changing the data and answering questions. They recognise the use of spreadsheets as they work out the cost of items when they have £150 to spend on "wet playtime" equipment. Pupils save their work in folders and most use the correct vocabulary, though some less able pupils need prompting to use the correct words. Work using electronic mail is planned for the next term, by which time the school hopes to be connected to the Internet.
109. Pupils of all ages are beginning to use computers to support their work in other subjects. The technology is used well in English as when producing informative well- illustrated biographies about Louis Braille and Elizabeth Gaskell. It is now being used more in history, geography and mathematics. Teachers recognise there is a need to extend this further, especially in mathematics and science.
110. Teachers' subject knowledge has improved greatly since the last inspection. Though teachers recognise they need more training in some aspects of the subject they now have the confidence and enthusiasm to teach all levels of ability. The quality of teaching is at least good for all age groups. Teaching in the one lesson seen was very good. A good recap of previous mathematical work allowed pupils to recall different types of charts and graphs and the teacher to judge their understanding of frequency charts. A very good demonstration of how to construct a graph gave pupils the confidence to want to have a go. The teacher used the correct technical vocabulary throughout, thus extending pupils' vocabulary and knowledge. By providing written instructions she helped pupils improve their reading. Support staff gave very good guidance to less confident pupils without showing them exactly what to do, leaving pupils to work difficulties out by themselves and thus improving their rate of progress. Pupils treat the computers with great respect. They work very well together in pairs, patiently waiting for their turn and making sensible suggestions if their partner encounters difficulties. During the review of the lesson pupils discussed the progress they had made and how information and communication technology can help when producing and presenting data.
111. Subject management is good. The co-ordinator knows the areas for development and how grants will be used to improve teachers' skills and to raise standards. The scheme of work allows pupils to make progress in their skills, and planning

with other subjects adds to pupils' skills. For example, pupils will use their knowledge of control technology in their "Fairground" topic next term. Resources are now good; the arrival of the new machines has made a very positive impact on teachers' and pupils' attitude to the subject. Although assessment is in its early stages a useful portfolio of work is being accumulated to help teachers in their assessment, and sensible targets have been agreed with the Local Education Authority.

MUSIC

112. Standards have improved since the last inspection and are now at least satisfactory by the ages of seven and eleven. Pupils now make satisfactory progress as they get older in all aspects of the subject. Some of this is because national guidelines have been adopted and this has given teachers more confidence.
113. Standards in singing are good in all age groups. All pupils, including those with special educational needs and those with English as an additional language, make good progress. Pupils sing a good number of songs tunefully and with expression. They start and stop on time and have a good sense of pitch and rhythm. In worship, pupils of all ages sing songs such as "Father we adore you" in two parts without accompaniment very successfully. All junior aged pupils are taking part in a production "The Man from Galilee", a musical version of the Passion story. Pupils of this age join in at the appropriate time, harmonising well and taking account of the singing of others. Those taking solo parts or singing in small groups perform to a high standard, projecting their voices well.
114. By the age of seven, younger pupils compose using tuned instruments. Most recognise high and low notes and understand "pitch". Using chime bars and glockenspiels they compose and play simple tunes, with more able pupils following the music and predicting whether the note will be higher or lower. Pupils in Years 3 and 4 form a class orchestra each playing a percussion instrument. They explore melodic phrases, working together as part of a group, listening to each other's sounds before coming together to perform. Pupils say what they enjoyed about each other's music and how it could be improved. Pupils in Years 5 and 6 accompany singers using tambourines, maracas and glockenspiels. They listen to a variety of music and talk about their preferences, with pupils in Year 6 singing and dancing to their favourite music at the Leavers' Concert. Music is used well a to create an atmosphere for collective worship, though not all teachers tell pupils the title and composer.
115. Of the two lessons seen one was satisfactory and one very good. Both lessons were planned well to allow pupils to progress in their skills and both teachers used the specialist vocabulary well. Where teaching was satisfactory, the teacher had to work hard to interest a group of reluctant boys at the end of the day. This she did by telling they were composing. Though the teacher sensibly had the group in a circle on the floor, the lesson would have been better in the music room where pupils would have had more room for their group work. Most pupils worked well and some were delighted at composing their own tune. In the lesson where teaching was very good the teacher had very high expectations of pupils' performance. She rehearsed pupils well, concentrating on breathing, posture and voice projection as well as pitch, pulse and tempo. As a result pupils made very good progress in singing. All pupils enjoy singing and making music. They work well together and take great care of the instruments.

116. Subject management is satisfactory. The co-ordinator works part-time and has only been in post a few months. She has revised the policy and devised an action plan. Assessment procedures have recently been introduced and are consistent for all age groups. The school is fortunate in having a specialist music room which is generally used well. Resources are satisfactory, though there are no keyboards and some instruments need replacing. Whilst there is a satisfactory range of instruments from beyond Europe, pupils have too few opportunities to appreciate the music of other cultures. Following the development of the computer suite, pupils are beginning to use the equipment to compose but the school recognises this is an area for development. Music is used well to support other subjects. For example pupils in Years 3 and 4 thoroughly enjoyed their music link with their topic about Ancient Greeks.

PHYSICAL EDUCATION

117. Standards have been maintained since the last inspection, with pupils attaining the levels expected by the ages of seven and eleven.
118. Pupils in both age groups understand why they have to change their clothes, why they have to warm up in preparation for exercise, and the effects of exercise on their body. For example following a vigorous warm up they comment that their hearts are beating faster and that their "bodies glow". By the age of seven, in dance lessons, pupils compose sequences interpreting the mood of the music. They adopt a suitable starting position, move on different levels and consider the shape of their final position. Higher attaining pupils move fluidly, some with grace and poise. Though most use the space well, the majority travel forwards with few varying their direction. In games, pupils demonstrate good co-ordination when sending and receiving a ball. They are reasonably accurate in their aim and work well with their partner. Pupils continue to improve their range and quality of skills through the junior classes. They listen carefully to instructions, handle large equipment with care and are aware of safety rules. By the age of eleven, pupils make up sequences, twisting, turning and rolling, and develop their ideas on the large apparatus such as benches, boxes and wall bars. They make good progress in games, especially when working with professional coaches from Leeds United Football Club and Leeds Rhinos. Pupils improve their ball control, increase their speed and discuss rules and tactics. An understanding of the need for rules and the need to play fair makes a good contribution to pupils' moral development. Pupils in Year 6 working with athletics coaches make good improvement in long jump, concentrating on "power jumping" in order to improve their take off. Most pupils are able to swim the expected 25 metres by the time they leave the school.
119. The quality of teaching ranged from satisfactory to very good, being sound overall. Teaching in Year 1 is very good. Though most teachers are comfortable teaching all aspects of the subject, they are less confident teaching dance. All teachers plan their lessons well and provide opportunities for pupils to improve their skills individually, in pairs and as a member of a team. Staff make good use of opportunities to improve pupils' numeracy, for example, when counting the number of passes or when forming groups during warm up. Teachers expect pupils to listen and respond to increasingly complex instructions, and use and extend their vocabulary, as when discussing the mood of music in dance; "It makes me feel tearful". All teachers make time for pupils to demonstrate their ideas. Where this is more successful, staff draw attention to what worked well

and how others could use the demonstration to help them improve. For instance, pupils jumping over obstacles made good progress because they recognised those who were successful waited until they were close to the obstacle before taking off and that they had “bounce in their step”. Where demonstration is less effective, too much emphasis is placed on minor points, for example “pointy toes” as opposed to the quality of the stretch, balance or fluency of the sequence. Though most pupils enjoy all aspects of physical education, where teaching is less effective, some parts of the lesson go on too long. Pupils lose interest repeating the same sequence numerous times and the quality of their movement deteriorates. All lessons end with a review of what has been learned and a suitable cool down.

120. Management of the subject is satisfactory. Policies and schemes of work are helpful to non-specialist teachers for gymnastics and games, but some teachers find the dance scheme complicated and the co-ordinator is seeking new material. Other than Greek dancing associated with a history topic, pupils have little opportunity to appreciate dance from other cultures. Assessment has recently been introduced but it is too early to judge its use. Small equipment resources are good. Though the playground is marked out for football and playground games, the grassed area is small and slopes. Local playing fields are used for matches against other schools and for athletics but this is not practical during the school day as the walk to the pitches takes too long. The after school football club contributes to standards in this sport.