

INSPECTION REPORT

RAWDON LITTLEMOOR PRIMARY SCHOOL

Harrogate Road, Rawdon

LEA area: Leeds

Unique reference number: 107810

Headteacher: Mr R G White

Reporting inspector: Heather Evans
21374

Dates of inspection: 12 - 15 March 2001

Inspection number: 206603

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Harrogate Road Rawdon Leeds
Postcode:	LS19 6HW
Telephone number:	0113 2146511
Fax number:	0113 2146511
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Sally Child
Date of previous inspection:	14/09/1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21374	Heather Evans	Registered inspector	Art Foundation stage English as an additional language	What sort of school is it? How high are standards? The schools results and achievements. How well are pupils taught?
9504	Sheila Gurney	Lay inspector		How high are standards? Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
22831	Clive Lewis	Team inspector	Mathematics Information technology Music	How good are the curricular and other opportunities offered to pupils?
8534	David Price	Team inspector	English History Physical education	How well is the school led and managed?
15236	Morag Thorpe	Team inspector	Science Design and technology Geography Equal opportunities Special educational needs	

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rawdon Littlemoor school is situated on the main Harrogate road on the western edge of the city of Leeds. There are currently 262 pupils on roll, 22 fewer than at the time of the last inspection in September 1998. The number of families now seeking places for admission is rising. The vast majority of pupils are indigenous white although there are 4 Pakistani pupils and 3 of Chinese origin. None of the pupils are learning English as an additional language. The area around the school is not specially advantaged and only 16 pupils claim their entitlement to free school meals. At 6 per cent this is low and the school is confident that other families choose not to claim their entitlement. Most of the classes are organised in mixed age groups because of the imbalance in numbers in some year groups. There are 54 pupils on the register of special educational need, which at 18 per cent is close to the national average. Of these, five are at Stage 4, a higher than average number and five have statements, again, above the national average. Most of the identified reasons are related to reading and writing but some reflect the needs of pupils with emotional and behavioural problems. Baseline assessment indicates that overall attainment on entry is below average for the authority and nationally although of course there is a spread of abilities.

HOW GOOD THE SCHOOL IS

This is a very effective school with many very good features. At the end of Year 6, when pupils are eleven, the school achieves standards that are above those found in most schools nationally. In the Foundation stage and at both key stages the pupils learn well. Pupils of all ages have good attitudes to school and are proud to attend. The pupils are keen to learn, behave well and enjoy their work. The quality of teaching is always at least satisfactory, much is good, a significant proportion is very good and some is excellent. Pupils in all phases of education make good progress in the majority of lessons. The school has increased the challenge for pupils of all ages and abilities and the work is carefully matched to earlier achievements. It is challenging and is assessed well. The curriculum provision fully meets the requirements of the National Curriculum. Pupils are supported very well by both the teaching and support staff. The governing body has a good understanding of the strengths of the school and knows where there is room for further improvement. There have been many well thought out beneficial changes since the time of the previous inspection and the standard of work since 1998 has been maintained at a level at or above the average in schools nationally. It is managed very effectively and overall it provides good value for money.

What the school does well

- The quality of teaching is predominantly good or better and the quality of the support staff is good.
- The overall provision for children below the age of five is good.
- Standards in English and science are above those in most schools nationally.
- Pupils' behaviour is good, their attitudes to school and their relationships are very good.
- The provision for pupils' personal, social and health education is very good.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- There is very good provision of extra-curricular activities.
- The provision for special educational needs is very good.
- The leadership of the headteacher and the key staff is very good.

What could be improved

- The distribution of support staff across classes is uneven.
- Strategies for listening to individual pupils read are inconsistent across classes and key stages.
- The formal identification of special educational needs for children under five is underdeveloped.
- The quality of written reports for parents; although all reports are satisfactory they are inconsistent.
- Whilst satisfactory overall, the accommodation for children under five is not ideal.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in September 1998 it was judged to have serious weaknesses. Since then, there has been a thorough systematic review of the curriculum and teaching strategies and the involvement of the governors in the management process has been strengthened very effectively. The curriculum and accommodation for children under five have been reviewed and improved and the work planned and implemented successfully. The accommodation for the youngest pupils is still not ideal but the limitations of the site and the impending new school building make further changes impractical. The successful implementation of the national strategies for literacy and numeracy has enabled staff to review and improve all the elements of their lesson planning to good purpose. Strategies and procedures for the assessment of work and the use made of the analysis of results are good. The improvement in teachers' knowledge and understanding of the requirements to teach the full range of information and communication technology skills has brought about good improvement in pupils' achievements. The dilapidated buildings have been replaced and decorated and an attractive adventure garden has been designed by the pupils and built using a special grant. All of the issues identified at the time of the last inspection have been very well prioritised and tackled effectively. The improvement overall has been very good.

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	A	A	A	A
Mathematics	A	C	B	B
Science	A	B	A	B

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

The results of the statutory tests in 2000 for pupils at the age of eleven in English and science were well above those in schools nationally and above the national average in mathematics. At seven pupils attained average scores in reading, writing and mathematics. When compared with schools with similar levels of free school meals attainment levels were above in English and similar in mathematics and science at eleven but were below at the age of seven. For pupils at the end of Year 6 the school has improved since 1998 at a rate similar to that nationally and has maintained an above average level overall. By the time they are five, the great majority of children in the Foundation stage attain the expected early learning goals. Attainment levels in information and communication technology are in line with national expectations at seven and are above expectations by the time pupils are eleven. Attainment in religious education for all pupils matches the requirements of the locally agreed syllabus. Attainments in other subjects match national requirements in all subjects except art, geography, music and physical education throughout the school. In these subjects they are above expectations and are better than those found in most schools nationally. Pupils learn well because the teaching is good and they make progress that enables them to reach the challenging targets set by the school. All lessons are well planned and the vast majority are stimulating and challenge pupils' thinking.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school; they want to attend and treat the building and the learning resources with care and respect.
Behaviour, in and out of classrooms	Behaviour is good because pupils are managed very well and they have a clear understanding of the system of rewards and sanctions of the behaviour policy. One child was excluded for a fixed period during the past year for inappropriate behaviour.
Personal development and relationships	Relationships are very good; pupils all demonstrate a clear understanding of the beliefs and values of others. Some pupils are beginning to show good personal initiative and take increasing responsibility for managing their own work.
Attendance	Attendance is satisfactory and is close to the national average. Unauthorised absence is low. Pupils arrive on time and lessons start promptly.

Behaviour is good because teaching is carefully structured and is most frequently challenging. The discipline policy is understood very well by parents and pupils and is applied even-handedly in classes across the school.

TEACHING AND LEARNING

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

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

The quality of teaching was at least satisfactory in all of the lessons observed and was good or better in more than 70 per cent of lessons and was judged to be excellent in 17 per cent of lessons. Teachers have a good understanding of the basic skills required for pupils to learn mathematics and English successfully and they teach these skills well. Since the last inspection the percentage of very good lessons has increased from 4 per cent to 45 per cent because planning has been made thorough, and good practice has been shared and is now used in all of the teachers' strategies for helping pupils to learn. As a result learning is at least satisfactory in all lessons and is usually good in lessons across the curriculum. The use of teaching time has been improved as a direct result of regular staff development and thorough training in the implementation of the national strategies for literacy and numeracy. This training has also had a positive effect on teaching in other subjects. The planning of teaching and support for those pupils with special educational needs is very good and enables them to learn at a similar rate to the rest of the pupils in their class.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities is good. The curriculum meets all statutory requirements. The extra provision through clubs, visits and visitors to the school is very good.

Provision for pupils with special educational needs	There is very good provision for all pupils with special educational needs.
Provision for pupils' personal, development including spiritual, moral, social and cultural development	The school provides very well for the spiritual, moral, social and cultural development of pupils. Provision for pupils' personal development is well organised and pupils' personal skills are very well developed.
How well the school cares for its pupils	The school cares very effectively for all its pupils. Its aims are part of all its policies and are seen in practice. The policy and procedures for Child Protection are good.

The great majority of parents are pleased with the links with the school and share in an effective partnership with the teachers. Policies and plans for work are reviewed regularly and there are no longer any significant curricular weaknesses.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher, the deputy headteacher and all the key staff are very good. Through hard work and dedication they have been successful in creating a very effective school.
How well the governors fulfil their responsibilities	All of the governors, led by a committed and competent chairperson, fulfil all of their responsibilities very well. Their understanding of the finance and their support for the curriculum is very effective.
The school's evaluation of its performance	The school has very effective and practical procedures for evaluating its performance. Governors have a very clear understanding of where strengths are found and a realistic view of areas for development and how to address them.
The strategic use of resources	The strategic use of personnel and practical resources is very good. Resources for teaching and learning are good. They are used very well throughout the school.

The management of the school is well organised and is very effective. Teachers and governors have a shared vision for success and continued improvement. There are sufficient suitably experienced and qualified teachers who are supported by a number of well trained, skilled learning support assistants. The accommodation, whilst still presenting difficulties, enables the full curriculum to be taught successfully and learning opportunities for children at the foundation stage are vastly improved. Resources are good and are regularly reviewed by the co-ordinators. Financial management is good and the governing body has a very effective understanding of setting the budget against the plans contained in the comprehensive school development plan and regularly reviews the evidence of the effect of spending on standards. The school has a good understanding of looking for best value when buying materials or appointing and deploying personnel.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school and are expected to work hard.• Their children do their best and make good progress.• They consider the teaching to be good.• They like the approachability of all of the teaching staff.• They value the very effective management of the headteacher.• They like the close links between the school and home.• They are pleased that their children develop a mature attitude to work.	<ul style="list-style-type: none">• A minority would like more information about how their children are getting along.

The inspection team agrees with the positive views about the school and the way it supports families and pupils expressed by the great majority of parents. The team considers that the quality and range of information available for parents, including ready access to verbal information is good and cannot support those parents who find it to be insufficient.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There is no nursery and children start school in the reception class in the September of the school year in which they will be five. This is now called the Foundation stage of education. Many of the children have had some experience in a number of local nurseries or in pre-school play groups before starting at the school although a few come straight from home. Children under the age of five in the reception class work in the six areas of learning recommended by the Department for Education and Employment. Children are now working towards the early learning goals as described by the Qualification and Curriculum Authority (QCA). On entry there is a spread of attainment but baseline assessment tests show that for the majority of children their attainment on entry is below that for the average child in the authority and below that usually found for children of the same age nationally. The school provides a suitable range of experiences in all the areas of learning and almost all children are on course to attain the early learning goals before they are five. Many children have only limited linguistic skills on entry and numeracy skills are underdeveloped. However, many have very well developed personal and social skills, are eager to learn and they play and work with their peers in a positive and profitable way that enables them to make good progress. There is a very good range of stimulating activities provided for children to develop skills in creativity such as painting and listening to and creating music. Children develop well physically and enjoy making models with construction toys and demonstrate a range of skills on the computers. By the time they are five almost all children are confident independent learners and have achieved the early learning goals. Except for a tiny minority they are well prepared for the work of the National Curriculum.
2. By the age of seven pupils' standards in English, as shown in the national tests in 2000, were in line with the national averages in reading and writing. The percentage of pupils attaining higher levels was close to the average nationally in reading but was below the national average in writing. Standards in reading and writing were below those in similar schools. Inspection evidence shows that attainment in English is improving and is now above average. Overall attainment levels in reading, writing and in speaking and listening are above those found in most schools nationally. The inspection evidence indicates that the structured work in matched ability groups, as well as the classes to boost the attainments of pupils who are likely to attain only a low level 2, is proving to be a positive and successful way forward. For the last four years, overall standards have varied slightly between the different groups, depending on the differing numbers of pupils with special educational needs, but, overall, the trend over time is that standards of attainment in English have been close to the national average.
3. Pupils aged 7 to 11 extend the skills established in the infant department. The results of the tests in 2000 indicate that by the age of eleven standards overall in English are well above the expected level for pupils nationally and are well above those in schools with a similar social context. The percentage of pupils attaining at a level above that expected for pupils at the age of eleven are well above the national average. Pupils listen carefully and are developing good strategies for explaining their views and sustaining a well reasoned argument. They enjoy the literacy hour and the majority read fluently and accurately. Pupils are beginning to develop personal styles in their handwriting. They write in an imaginative way in creative writing and produce concise reports that get to the heart of the matter when writing factually. The use of punctuation to enliven their text is good and pupils check their edited work carefully to eliminate spelling mistakes.
4. In mathematics at Key Stage 1, in the tests in 2000, the numbers of pupils attaining the expected standard was close to the national average but was below that attained in similar schools. Inspection evidence, gleaned by lesson observation, scrutiny of books and examination of the results of school based tests, indicates that work undertaken in class is setting the great majority of pupils on course to attain standards that are close to those in most schools nationally by the time that they are seven. Pupils know about and understand the manipulation of numbers up to and beyond 100 with increasing confidence. They calculate the change one needs from 50p or £1,

when undertaking shopping tasks, using multiplication, addition and subtraction with growing accuracy and most pupils record their work carefully and readily explain the process for their calculations. This work is supported well by practical activities. They explain their reasons to the class sometimes seeking new ways to surprise their teachers. Boys and girls are learning that the process of repeated addition helps them to check simple multiplication.

5. In the classes at Key Stage 2, the results of statutory tests in 2000 indicated that attainments in mathematics were above the national average. The percentage of pupils attaining the expected level, Level 4, was well above the national average whilst the percentage attaining the higher level, Level 5, was about average. The school's performance was above that seen in similar schools. The overall standards achieved in national and voluntary tests, maintained over the past three years, have varied depending on the group of pupils being tested but at the end of the key stage they have been above the national average since 1998. Inspection evidence indicates that pupils at the age of eleven are working at an overall level that is close to that expected for pupils of the same age nationally. The process for extending the learning opportunities for those pupils capable of higher attainment is working well.
6. The standards in English and mathematics were about average before the implementation of the Literacy and Numeracy Strategies. Both of these strategies have been incorporated successfully into the work of the school and as a result standards have risen. Individual pupils are working well towards meeting their own targets and at this stage in the academic year the school is well on course to meet the targets it has set for itself. These are ambitious but the school is ready to accept the challenge in its aim for academic excellence. Since the last inspection the overall standards of attainment have been above the national average and have risen at a similar rate to those in most schools nationally.
7. Levels of attainment in science as indicated by teacher assessment at the end of Key Stage 1 in 2000 were very high for the percentage of pupils attaining the expected Level 2 in all areas of the subject, with about one third of pupils working at Level 3. Inspection evidence indicates that for the present group of pupils at the end of Key Stage 1 attainment is in line with national expectations, although the higher attaining pupils are reaching a standard that is above the expected level. Teachers are concentrating on work to improve the pupils' experiences and are providing a rich range of opportunities for practical experiences for experimentation and investigation in the classroom and in the environment. This work is proving to be beneficial in maintaining standards and raising expectations for success further. This is being attained despite the above average number of pupils in the group with considerable learning difficulties.
8. Pupils know a great deal about living things and life processes and with the support of the teachers they conduct interesting experiments about the environment. Work to investigate the properties of materials has been linked very successfully with work in mathematics, design and technology and information technology related to data processing. Pupils rigorously question all things presented to them as facts and apply established knowledge to new learning in experiments. This was seen to good effect in lessons where pupils experimented with the effect of heat on solids and the identification of changes that were either reversible or, as when they made pancakes with batter, irreversible. They are confident when making predictions and, sometimes, even when wrong, they persist with their ideas until they have discovered the truth for themselves. They are developing good skills in thinking of pertinent questions and write and answer these as part of the recording process in their books.
9. In science, the results of tests at the end of Key Stage 2 in 2000 show that standards of attainment were well above the national average and were above those in similar schools. Pupils at the end of Key Stage 2 have good recall of work undertaken previously and are able to explain about solids, gases and liquids and explain how gases and liquids can change shape to fit any containers. They demonstrated this physically acting as particles clinging together or being dispersed. They build well on work in electricity begun in younger classes and construct circuits very well, including bells, lights and buzzers. They explain very clearly what they are doing and know how to solve problems if the circuit is faulty. Work to separate solids in mixtures and to recover salts from solutions is carried out in a methodical and structured way. Pupils readily relate

learning in one lesson to work planned and undertaken at the next stage. When they record their work in diagrams or on charts it is always presented well. They are good at interpreting recorded results from graphs and tables and pupils are encouraged to devise their own strategies for recording and evaluating results sometimes using a detailed card index but most frequently by accessing results stored in a data base and spreadsheet on the net-worked computers.

10. Throughout the school the overall attainment levels in information technology meet national requirements for pupils at seven and are above the national average by the time pupils are eleven. This is a great improvement since the time of the last inspection. Some pupils have access to personal computers at home and for these pupils attainment is invariably well above the expected level. Pupils use their skills in information technology readily and confidently to support other subjects across the curriculum. All pupils confidently access menus and load and retrieve their personal work from stored files very well and some work well using earlier work saved on disks. Pupils love to show how well they access data stored from other enquiries, an increasing number quickly manipulate spreadsheets to access stored information and a few older pupils are beginning to import pictures. The use of remote controlled robots around the classrooms and on the screen enables pupils to develop well and display a satisfactory understanding of control technology. The great majority of pupils, at both key stages, make good progress towards their agreed personal targets in a purposeful way.
11. In religious education pupils across the school follow a programme of work that successfully matches the requirements of the locally agreed syllabus. They know about a range of different Christian traditions and practices and compare these sensitively with traditions from other faiths. Pupils have a good understanding of the rights of children and about the people from history that have fought for the right to hold their beliefs in different countries, sometimes in the face of oppression.
12. The amount, quality and range of work in all other subjects is at least as good and is most frequently better than that described at the time of the previous report. Attainment levels in history and design and technology meet national requirements for pupils by the age of seven and are better than average in physical education, art and design, geography and music. By the age of eleven, attainments in art and design, geography, music and physical education are above expectations and at least match expectations in all other subjects. In all subjects pupils benefit from the shared expertise of the teaching and support staff who maintain a full rounded curriculum alongside the new national initiatives in literacy and numeracy.
13. Pupils of all abilities are expected to work hard. All pupils including those with special educational needs, average and above average attaining pupils learn very effectively. Although some are from minority ethnic backgrounds or from different religious or cultural groups, at home all of the pupils speak English as their first language. All of these pupils are supported well in school and make good progress. During the inspection no difference was observed overall in the learning, attainment or progress of any of these groups and, although the gender balance in some years leans heavily towards more girls than boys, no significant difference was observed in the learning and progress of boys and girls.
14. Teachers place great demands on themselves and on all pupils. Since the last inspection all of the programmes of work have been reviewed and learning in classes is purposeful and relevant to the needs of groups and individuals. The needs of the pupils and the need to maintain the standards of attainment at the expected levels and increase the number of subjects where above average levels have been attained has been successfully achieved. Progress over time is demonstrated to be at a good level as seen in lessons and in the work in books and other collected evidence. Overall the standards of literacy and numeracy by the time pupils leave the school are at or above the national average. In turn these standards are having a positive impact on all the work of other curricular subjects throughout the school.

Pupils' attitudes, values and personal development

15. As at the time of the last inspection pupils have positive attitudes to their learning and they like coming to school. They take care of the building and the environment and keep it tidy. Pupils treat their own property and that of others, including resources for learning, in a very responsible manner. They are keen to participate in lessons, are highly motivated and very responsive. Pupils work hard and are attentive and conscientious. They co-operate readily with one another and work well in groups. On the few occasions where the teaching is less challenging and the pace is slower, pupils sometimes become rather restless and noisy as the lessons progress but never need more than a stern look or a word to remind them of what is expected.
16. The behaviour of pupils is predominantly good and is often very good. They are friendly and polite and helpful to visitors. No unacceptable behaviour was observed during the inspection. However the noise level is sometimes too high in a few lessons and, on one occasion, was too loud when coming into the hall from the more distant classrooms in the temporary buildings across the playground, for assembly. Pupils respond quickly to reminders about noise in a good-natured way. Exclusions are imposed only in exceptional circumstances in line with the discipline policy. One pupil from the school was temporarily excluded last term. Bullying is rare and is dealt with swiftly and fairly using the discipline policy that is well understood by both parents and pupils. Those pupils with special educational needs behave very well in the large majority of cases because work is well suited to them. They are very interested in their lessons because they feel that they are learning, the activities are well planned for them and setting and grouping arrangements are very effective.
17. Personal relationships are very good and parents are very pleased at the way the school helps their children to become mature and responsible. Most pupils show a good understanding of the impact of their actions on their peers and treat them with respect. A criticism of the last report was that pupils had few opportunities to undertake responsibilities. This is now much improved, especially for the older pupils. They run the school bank, act as telephone monitors and help in the dining room. Pupils from Years 5 and 6 help the younger children at playtime. Younger pupils carry out a range of tasks within their classrooms. All pupils are given the opportunity to share in a range of educational visits. For example pupils from Key Stage 1 have recently gained enormously from a visit to a local mining museum, which included, much to their delight, going underground. Pupils from Year 6 have benefited from a residential visit to an adventure centre in North Yorkshire. The school makes tremendous efforts to enable all pupils to be included. These shared experiences contribute enormously to the personal development and self-esteem of the school community.
18. At the last inspection both attendance and punctuality were judged to be good. Last year attendance at the school was slightly above the national average and was judged to be satisfactory overall. The attendance level was depressed during the autumn term by an epidemic of influenza that caused many pupils to have time off school, some for the first time ever. Punctuality is good for the great majority of pupils although a small number are persistently late. The school is alert to the problem and works quietly with families in an effort to have all pupils in school on time every day. Lessons begin punctually and registers are completed quickly and returned to the school office.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is predominantly good. The overall picture of teaching and learning is of improvement and in the core subjects this improvement has been consistent across all classes. As most classes are mixed age groups the collaborative planning, shared strategies for teaching and the effective support of colleagues in subjects such as science and geography is a positive strand in the organisation of the school that means that all pupils are taught well. This well organised sharing of skills ensures that the difficulties created by the need for mixed age groups are minimised.
20. Teaching was observed in 60 lessons or parts of lessons during the inspection. In all of the lessons seen, the quality of teaching was at least satisfactory. In the lessons observed, 18 per

cent were judged to be satisfactory, 37 per cent good, 28 per cent were very good and 17 per cent were judged to be excellent. This means that more than seven lessons in every ten were judged to be good or better. Lessons at the Foundation stage for children under five were never less than good and the majority were very good. The overall quality of teaching throughout the school has greatly improved since the time of the last inspection although there are classes where the teaching is predominantly satisfactory and others where a greater percentage of the very high standards are achieved. The high quality teaching, whilst seen in many classes, is not yet consistent across the school. Nevertheless, the hard work, improving skills and the dedication of all the teaching staff, have had a positive impact on the overall quality of learning for pupils across the school. All of the teachers taught some good lessons and the high number of lessons judged to be very good or excellent is above that seen in the majority of schools.

21. The school has introduced the strategies for teaching literacy and numeracy successfully and this has had a beneficial impact on the overall quality of teaching because the structure and organisation of work is now consistent in all classes. The training in planning and evaluating work, undertaken in the preparation for the new initiatives, has had a positive impact on the planning and evaluation processes in other subjects. The few weaknesses in teaching that remain are linked to a minority of the teachers having lower expectations and presenting less challenge to pupils than in most classes. In these lessons, the match of work for pupils of different abilities is less precise and the teachers' expectations for those pupils capable of reaching higher levels are not pursued to the limit of their capability. In these lessons the quality of teaching was judged to be only satisfactory, or was graded as good, rather than very good, despite the good standard of work achieved by the majority of pupils. Pupils learn well from the teachers' instruction and guidance in the great majority of lessons and are keen to explain what they are doing to any adult or pupil willing to listen. The satisfactory teaching is being addressed by careful monitoring of planning and performance by the headteacher and by subject leaders. In some instances, colleagues with particular skills in designated subjects, such as geography, information and communication technology or science, support teachers who lack confidence in these subjects.
22. Teachers' secure subject knowledge forms the firm foundation for assisting pupils' learning. All teachers have a good understanding of what needs to be taught in literacy and numeracy and as a result they are able to help pupils to develop the required skills effectively. Literacy and numeracy lessons are well structured in accordance with the recommendations of the relevant national strategies. Following the introductory session, pupils are taught in ability groups in most lessons. Teachers almost always select methods well fitted to the purpose for teaching the whole class, using for example, the whiteboard, a 100 or 1000 square or a big book for class work with a shared text. When supporting different ability sets, specifically selected resources are chosen for groups and individuals to enable matched work. Written tasks are tailored to the pupils' needs. Across the school basic skills are taught well. Pupils and the teacher engage in detailed discussion and conversation with questioning on both sides that extends pupils' thinking and promotes their learning. Even in the best lessons some pupils tend to accept the first answer that they spot but are systematically being trained to investigate resources and examine results carefully, searching out minute details and all possible relevant information. This was seen to very good effect in an art lesson where pupils interrogated pictures to ascertain minute details about colour, tone, shade and intensity of light. They enjoy being history detectives or science sleuths.
23. Within the school, the great majority of teachers' personal enthusiasm and suitably high expectations are encouraging pupils to learn well and develop their skills across a range of subjects especially in the core subjects of English, mathematics and science. The drive for higher levels of attainment is an important part of lessons. Teachers are sure of the purpose of planned activities and explain them carefully to pupils. However, very occasionally, this careful explanation extends the introductory session and limits the time for pupils to get on with the intended structured learning task. This then shortens the time available for pupils to access information for themselves. In the lessons observed, the teachers' knowledge, planning, control, organisation and management of pupils were good. Teachers' expectations are getting higher in response to pupils' success and in most lessons the work is usually challenging for pupils of all abilities. In the very few lessons where pupils were not challenged appropriately enthusiasm waned and the pace of the lesson slowed. It is because of the increasingly interesting and effective teaching that they

now enjoy, that most pupils are now on course to maintain the expected or above average standards of attainment across the curriculum by the end of this academic year.

24. In classes across the school, teachers make clear exactly what they expect pupils to learn. In most lessons the objectives for the lesson are discussed with pupils and are prominently displayed. During the lesson most teachers ask pupils to review the objectives and together they read them again and at the end they check whether they have all been accomplished. This focuses the pupils' thinking and attention on what they are doing and why. Pupils of all ages and abilities benefit from reflecting on the purpose of the lesson and this review enables them to be sure of what they have learned and how it fits into the pattern of their work in other lessons.
25. Teachers increasingly work together in preparation for the teaching of new and familiar work and this collaboration is undertaken effectively. Planning is particularly impressive in English, mathematics and science but is also seen in all other subjects, particularly in geography and information technology, where it is clear and is obviously well structured. Since the last inspection teachers have developed and have begun to implement good procedures for assessing the progress that pupils make both on a day-to-day basis and at the end of programmes of study. The information gathered is used on a daily basis to help to organise and develop the next stage of the learning programme. All written work is marked clearly and regularly, almost always to an agreed standard, and this scheme for marking is proving to be a useful way of monitoring work and assessing pupils' progress. Where teachers use the marking process best the dialogue between the teacher and pupil enables the pupil to develop good personal review strategies. Very occasionally when marking is less thorough the teacher sometimes misses opportunities to move pupils' thinking in the right direction but this is happening in very few books. The marking of work in the classes for younger children is equally thorough although the commentary is frequently oral rather than written because teachers talk to their pupils as they mark work beside them pointing out good features and how to do better next time. Pupils derive great value from this individual interaction with the teacher.
26. Over the past three years the school has embarked on a detailed process for analysing the results from statutory and voluntary tests and from the evaluation of marked and monitored work. This is proving to be very useful in identifying areas requiring additional work and showing where the strengths of the school are. The positive impact has helped teachers to feel more confident that they have found a profitable routine for themselves and their pupils that is having a continued impact on maintaining pupils' above average achievements and on lifting the teachers' morale.
27. The teaching of pupils with special educational needs is never less than good in all classes across the school. Teachers' planning takes account of the specific needs of individual pupils in the way that they are grouped and supported particularly in subjects where understanding of literacy or numeracy strategies are required. Arrangements for preparing and using individual education plans are good in ensuring that teachers meet pupils' individual needs in all lessons. These plans contain clear measurable targets and are implemented well by teachers and support assistants. They provide an appropriate blend of challenge and support. Teachers and support assistants are effective in enabling pupils to achieve good learning in all classes across the school. The school has identified groups of pupils capable of higher attainment and has organised specially challenging work for them supported by the deputy headteacher. Booster groups to lift the attainment of those pupils who, whilst learning within the expected boundaries of level 2 and level 4 find some of the work difficult, are enabling more pupils to attain higher levels. The school is alert to the different interests of boys and girls and sometimes tailors work to match the different learning styles of groups within classes.
28. The established pattern for setting homework is working well. Work completed is marked carefully if it is written work or else it is used in lessons at the start of the next week if it is a finding out activity. At the Foundation stage, and in classes at Key Stage 1, pupils also learn words and number bonds and parents share willingly in these activities that make reading and writing more pleasurable for everyone. Pupils regularly take reading and library books home and parents record what they have read and sometimes make other comments in the reading diaries. Pupils in

older classes record the intended work and, in many cases, parents use the books well to look for progress and communicate with the school.

29. The overall improvement in the quality of teaching since the time of the last inspection has been brought about by a shared commitment to identify and remedy areas of weakness and the commitment to put the needs of the pupils first. This has also been achieved by the teachers' involvement in in-service training and their ability to adopt the identified elements of good practice into their own performance. Everyone has worked strenuously to eliminate the identified weaknesses. The entire staff has been very successful in this endeavour as is testified to by the attainment levels achieved by the pupils. As they have understood the growing amount of good practice in the school, confidence has grown and teachers have been able to offer more to pupils and demand more in return.

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

30. The school provides a broad and well-balanced curriculum, which successfully meets the needs of all its pupils. The quality and range of learning opportunities provided for pupils is good. The curriculum meets statutory requirements to teach all subject in the National Curriculum and religious education and younger pupils are provided with an appropriate curriculum based on the recommended Early Learning Goals for pupils under-five years of age in the Foundation stage. This is a significant improvement since the last inspection. The school has dealt very well with the key issues relating to the curriculum in the previous report. There is now good quality detailed work in place for most subjects and the planning for this provides secure ways for learning to be organised in progressive steps and includes support and guidance for teachers. In the case of art and music, new planning documents are about to be finalised. The percentage of time allocated to each subject has been considered very carefully in light of the introduction of the literacy and numeracy strategies and time allocation for all subjects is appropriate. The curriculum meets all statutory requirements and there are now good cross-curricular links built in at all stages.
31. Pupils at all levels of special educational needs are well provided for and well supported. The school employs a wide range of well qualified learning support staff who, because of their personal skills and also their commitment to working with the teachers, ensure that all children are able to take part in a suitable range of activities that ensure that they make good progress. Individual education plans are very detailed in the great majority of classes and are reviewed regularly. In most cases they refer to literacy and numeracy and, where necessary, the development of positive attitudes and good behaviour. Support from the Local Education Authority is well supplemented by the school. The high level of support and planning for pupils at all levels enhances the well-planned curriculum. The vast majority of teachers, with the help of the special educational needs co-ordinator (SENCO), write very well considered individual education plans, which are sufficiently precise to be helpful to all of the adults working in the class. For the very small percentage of pupils for whom the individual education plans are not as detailed and not as readily available in the classroom, the pupils still make good progress because of the commitment and expertise of the teachers and the special educational needs support staff in the classroom. Throughout the school pupils have a high level of equality of opportunity to the curriculum. The school has adopted the nationally accepted Code of Practice and makes very good provision for all pupils who have special educational needs. The policy is well considered and this, together with the direction of the SENCO, gives high quality guidance to all staff. Pupils with special educational needs take part in the full curriculum and work is well matched to their needs. This is because of the very high quality guidance in the individual education plans, which refer not only to what the pupils will achieve but also list the appropriate activities and additional resources, if necessary.
32. A very good range of well-attended extra-curricular activities take place during lunchtimes and after school. These include the compost club, art club, the French club, choir and orchestra rehearsals, the cross-country and football club. Additional curriculum activities are provided throughout the year, such as visits from members of the Yorkshire fire service, a Yorkshire Playhouse performance of 'Living Stories from China', a recent visit to the Leeds and Bradford Airport at

Yeadon. Recently a visit from a pilot has contributed to the richness of ideas and experiences. These additional events support subjects such as geography, information and communication technology and art. A longer-term project by an artist-in-residence, who worked with teachers and pupils, produced very attractive large textile hangings, which are on display in the school hall. This work has provided the opportunity for the school to dramatically enrich the learning environment. These additional activities provide pupils with a wide variety of interesting and exciting experiences and greatly enrich the curriculum.

33. The school follows the local education authority policy on equal opportunities and all subject policies contain a statement about pupils' equal opportunities. The school makes good provision for equality of access and opportunity for its pupils in terms of gender, ethnicity and special educational needs through the provision of appropriate teaching methods, support and materials. All pupils have equal access to the curriculum provided by the school and teachers and other adults set good examples to pupils as to how they should treat one another.
34. The school makes very good provision for pupils' personal, social and health education. An enthusiastic co-ordinator for this work has been appointed and has attended a number of in-service training courses and begun in-service training for all teaching staff in the Schools Council recommended scheme of work for PSHE. Weekly circle time lessons take place throughout the school in which issues are discussed sensitively. Through this programme pupils are made aware of the dangers of drugs, including tobacco and alcohol. There is a comprehensive and wide-ranging scheme of work for these lessons to support teachers. Detailed and very good records of pupils' personal development are kept and information from these is used to inform reports to parents. Sex education is currently provided appropriately through the science curriculum with additional support provided by suitable outside agencies. To support this work the co-ordinator has produced a more detailed consultative document on Sex and Relationship Education which, at the time of inspection, was ready to be adopted and implemented.
35. The school has very good relationships with its partner institutions. Local play groups and nurseries are visited each year prior to children's entry to the Foundation stage. The very good links with the nearby secondary school, to which most of the pupils move at the age of eleven, are particularly strong in science, design and technology, music and physical education.
36. The contribution of links with the community to the curriculum is very good. For example, the local baker visits the school, a pilot from the local airport has talked to the children and the proprietor of the local dress shop has shown pupils how patterns are used for dress-making. The school has good links with initial teacher-training colleges. It accepts students from two colleges who work and train in the school.
37. The overall provision for pupils' spiritual, moral, social and cultural development is a strength of the school. The school's provision for pupils' spiritual development is very good. Through whole-school and key-stage assemblies and lessons using 'circle time', the school provides pupils with knowledge and insight into the values and beliefs of others and enables them to reflect on their experiences. The school complies fully with statutory requirements for a daily act of collective worship. Assemblies are characterised by a warm family atmosphere and are well-planned; for example, during the week of inspection the life of Nelson Mandela and his impending visit to the area were being discussed sensitively. Children are involved actively, with sharing assemblies each week when pupils' achievements are celebrated and many parents attend school to share in the celebration. The vicar from the local church takes one assembly each week and teaches some religious education lessons in classes across the school. Parents are aware of the right to withdraw their children from assemblies and where this is requested, pupils are withdrawn sensitively and provided with appropriate alternative activities.
38. Provision for pupils' moral development is very good. Principles distinguishing right from wrong are promoted very well, through class rules, for example, and through Golden Book awards in school assemblies. For example, in one Key Stage 2 assembly observed, one child was awarded a star for behaving well despite great disappointment during the week. These principles are promoted consistently by all staff, who demonstrate good patterns for pupils' behaviour and relationships.

Values such as honesty, fairness and respect for truth are fostered well, particularly through the programme of collective worship themes which encourage pupils to consider what it is to be a citizen. Pupils consider the rights of children all over the world and think about the ways that children need friendship, care and love. A strong moral code for good behaviour is promoted throughout the school. The school is in the process of setting up a School Council. This is the next step in the process of involving pupils in planning for the future

39. Provision for pupils' social development is very good. Pupils are encouraged to work co-operatively and take responsibility for their work and for others. Older pupils, the Yellow Hats, look after younger pupils at lunchtime. Pupils from Year 6 run the school bank and answer the office telephone when the secretary is not there. They also raise funds for charities, independently organising a cake stall to collect money for a Blue Peter appeal and collect money and practical gifts for a range of causes such as the Eastern Europe Appeal and the National Children's Home. The annual residential visit by pupils in Year 6 to Sutherland Lodge provides a very good opportunity for pupils to develop their understanding of community living.
40. The provision for pupils' cultural development is very good. Pupils are taught to appreciate their own cultural traditions, taking part in a range of local and county festivals. The choir festival is a highlight of the year and pupils in the infant department recently made a very productive visit to the Yorkshire Mining Museum. Older pupils have visited Headingley Water Treatment Centre and Thackray Medical Museum. Pupils develop a good understanding of the diversity of other cultures through music, art, stories from other lands and traditions. They also learn from talks and performances by visiting speakers and groups. There are regular events where other cultures and traditions are studied and experienced through food, dress and drama. Visiting members from different traditions very effectively support these events. The visitors work with pupils in lessons, sharing in the life of the school for a week at a time. Pupils also visit local places of worship such as the 'Friends' meeting house.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school makes good provision for the personal support and guidance of its pupils. Appropriate policies are in place and those dealing with behaviour and bullying are particularly effective. Procedures to ensure child protection are good. Staff are aware of whom to contact and there are plans for all staff to undergo further training shortly. Teachers know their pupils and their personal circumstances well and parents find them very approachable. Pupils feel confident that teachers will listen to them and respond to their concerns and they feel happy and safe. Behaviour is well managed. Bullying is not tolerated and the few known incidents are swiftly dealt with. Attendance is satisfactorily monitored. Punctuality is good for the majority of families.
42. First aid provision is good with most non-teaching staff having up-to-date training. All incidents, however trivial, are scrupulously recorded. Fire precautions are also good. The headteacher normally has two practices every term rather than the statutory one, due to the difficulties posed by working in old and scattered buildings. There is good provision for health and safety. Though the buildings are in constant need of maintenance, no safety hazards were evident.
43. Lessons in personal health and social education PHSE play a very positive role in pupils' personal development. Circle time, when pupils sit quietly and take turns explaining their feelings or describing special events enables them to learn to listen carefully and to show kindness and sensitivity towards one another. The newly appointed learning mentor enhances pupils' support and guidance by helping those with difficulties on a one-to-one basis. Personal development is augmented by the very good range of educational visits and extra-curricular activities and is very well monitored both formally and informally.
44. Assessment, which was identified as a Key Issue in 1998, has been improved. There are now very effective practical strategies for monitoring the academic performance of pupils. The national tests are completed in accordance with statutory requirements. Trends are analysed over years and good use is made of the information to help the setting of school targets linked to the national

requirement. This process is used to identify areas for improvement. An additional process is being implemented using a data handling program on the computer that enables various groups, selected for example by gender, ethnicity, age and ability to be reviewed and set against other results to determine exactly where the best progress is being made. This system also enables realistic decisions to be made about where help needs to be targeted.

45. The school is also making good use of past National Curriculum test papers to assess pupils' progress and to inform learning needs. Work is set for groups and individuals and using this marked work, annotated by teachers, levels of attainment are agreed by staff, against agreed moderated levels. This work is done to best effect in English, mathematics and science. In Years 5 and 6 pupils are informed about what they need to achieve in order to attain the expected and the higher levels of attainment. In the reception class a recognised baseline assessment system is in use. This helps teachers to plan individual and group work in order to ensure that all pupils are given the opportunity to succeed in reaching or exceeding the early learning goals.
46. The school's assessment policy contains full and appropriate guidance on the monitoring of pupils' performance. Teachers in linked classes use assessment after lessons each day in order to ensure a good match of work and to help in the revision of short-term curriculum planning. This is important because of the mixed age classes and teachers work with colleagues teaching older and younger groups to ensure that full entitlement is managed for all children according to their needs and achievements. Pupils are rewarded in a wide range of ways for outstanding effort, good work or progress. Pupils delight in being awarded stars and being listed in the 'Golden Book' for their efforts in writing, mathematics and for behaving responsibly or meeting challenges with effort despite work proving to be difficult. The pupils' individual records of achievement show a clear picture of the progress of each pupil or group of pupils through the school.
47. Effective systems are in place for the assessment of pupils with special educational needs and these have a positive effect on pupils' progress. These contain appropriate well matched targets, and are used well to plan work that is carefully matched to pupils' needs. Teachers know their pupils very well and are aware of their specific needs. In the Foundation stage the teacher is very alert to the needs, difficulties and talents of the individual pupils but delays formal identification of special need until the children have been in school for several months. In a very few instances this delays the development of a structured intervention programme. At both key stages the school builds effectively on its records and assessment procedures in identifying pupils with special educational needs and deciding what support is needed. The co-ordinator for special educational needs keeps very good records, which track pupils' academic and personal progress. Whenever a need is identified there are well organised, suitable support strategies and personnel who are skilled at helping the identified child.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Almost all of the parents who returned completed questionnaires, parents at the pre-inspection meeting and all parents interviewed are very pleased with the opportunities offered to children attending the school. They feel welcome and like the 'open door' policy. They state that their children are encouraged to work hard, make good progress, and behave well. They consider that the school is very well led and that the teaching is good. All parents signing the home/school agreement considered that it reinforced a close and productive working partnership between the homes of children and the school.
49. Parents of pupils with special educational needs are very pleased with the school's provision for them. They are very well informed about the progress and needs of their children and the school makes good arrangements to ensure that they have sufficiently early information in order that they are involved with the annual reviews of their children. If they cannot attend, then the special educational needs co-ordinator arranges another time to suit them. The prospectus gives helpful information regarding the school's provision for pupils with special educational needs. During the parents' consultation evenings there is a generous amount of time allocated for parents of pupils with special educational needs to meet the SENCO who is extremely caring and has very good liaison with parents.

50. There is a small group of parents who help regularly in classes and there are always plenty of volunteers to accompany pupils on educational visits. There is a good response to sharing assemblies and parents enjoy observing the elements of the curriculum explained during these acts of corporate worship. In turn, children delight in showing their skills to their parents. The headteacher is keen to work with parents and considers their views, for example concerning the content of the behaviour policy, the millennium project and the programme of sex education for older pupils. The parent/teacher association (PTA) is very active and events are well attended. Fund raising events are generously supported and considerable sums are given to school funds. This group recently paid for the refurbishment of the library and this work has created a pleasant and bright learning environment.
51. Although a small minority of parents who returned completed questionnaire felt they were not well informed about how their children were getting on, inspectors feel that they cannot support this criticism. Documentary evidence and the opinions of the majority indicate that parents are very well informed about the school, the curriculum and their children's progress. A very comprehensive pre-school information pack is presented to all new parents. Letters from the school are displayed in the windows of classrooms and copies of school policies and displays showing pupils' successes are available in the very attractive reception hall near to the administration window. Reports are detailed and helpful though there is some inconsistency between classes in the quality of the target setting. Parents are given twice termly details of the curriculum to be studied. Meetings concerning the curriculum are well supported and consultation evenings usually have 100 per cent attendance.
52. All pupils are set homework and parents are encouraged to help and to be involved. Courses run by the City council and the Park Lane College are currently being offered to assist parents in practical ways of helping their children learn at home, particularly with literacy and numeracy. These courses are very well supported and many parents are now confident about the purpose and structure of the Literacy Hour and the Numeracy Strategy and know how to help their children in their schoolwork. Parents' active support for the school is very good and makes a positive contribution to pupils' learning. The newly established holiday club, which pupils can attend during school holidays is a great asset to working parents. They know that their children will be occupied purposefully, happily and safely.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The school benefits greatly from very good leadership and management. The headteacher, along with the deputy head, is setting a clear educational direction for the work of the school. He has a clear vision for its future and an informed, balanced and accurate view of its strengths and weaknesses. He has established ways of improving attainment levels, using not only his own monitoring to help to determine future developments, but also the expertise of other members of the staff especially the subject co-ordinators. A good example of this is the way in which both teaching and non-teaching staff are used to target specific groups of pupils at the end of both key stages to raise standards.
54. The school has successfully addressed the key issues from the last inspection, especially in raising standards and increasing the rate of progress at the end of Key Stage 2 in English, mathematics and science. The school has also improved the management role of co-ordinators and the governing body is now skilled in all aspects of management and is playing an important role in monitoring and evaluating the work of the school. The national strategies for literacy and numeracy have been implemented successfully. The school has the capacity to improve further. The headteacher and senior staff have effectively drawn on external support, when necessary, to guide and focus its development in the aspects which needed improvement.
55. The aims and values of the school are clearly outlined in the prospectus and they are reflected in all of the policies and in lessons throughout the day. For this reason, together with the good teaching, high levels of learning and attainment are being achieved at both key stages. The behaviour policy is applied successfully in classes and is understood by pupils and parents. The

monitoring of teaching and the professional development undertaken by staff has been successful in raising the quality of teaching so that it is now good overall. The school has been recognised for the Investors in People award and the professional guidance and dialogue that contributed to this is a tribute to all those involved in the work of the school. The school has been successful in gaining an award for its quality and approach in teaching basic skills.

56. The school has a well-developed system of appraisal and performance management. A policy for performance management is firmly in place and staff have agreed objectives with their team leaders and these are linked to the school development plan. There are effective systems in place to support newly qualified teachers. Trained governors take a special interest in how literacy and numeracy are taught and are welcomed into classrooms to share in lessons as part of the monitoring process.
57. The governors are very supportive of the work of the school. The governing body fully meets its statutory obligations and produces a detailed report for parents each year. There is a very well considered committee structure for dealing with all aspects of staffing, curriculum, buildings health and safety and appeals procedures. Most governors frequently visit the school and are fully aware of the school's strengths and weaknesses. There is a very strong commitment to improvement and success. Governor training is very well managed so that members are aware of current educational developments. Meetings are held on a regular basis and the committee system is being increased and used very effectively to discuss issues and policies before final ratification by the full governing body. Committees have clear terms of reference so that they conduct business efficiently. Governors are highly aware of the need for them to be actively involved in monitoring the work of the school. They are involved in setting priorities and monitoring progress towards them. Under the dedicated and skilful leadership of the chair of governors, the contribution of the governing body to the school is good. Governors are becoming increasingly skilled at evaluating the benefits of spending set against standards attained. They are astute when planning expenditure and have good strategies for ensuring that best value is obtained.
58. The governor with responsibility for pupils with special educational needs visits the school very frequently, has been at the forefront of the improvements in this area and ensures that she is very well informed in all aspects of special educational needs. The school benefits from the expertise of the governor for special educational needs who is professionally trained in this area. She is an equal partner with monitoring responsibility and has been particularly rigorous, together with the headteacher, in ensuring that the governors appoint classroom support staff who have had relevant previous experience and who are prepared to attend additional training. The provision for special educational needs is very good because of the shared commitment of the headteacher and governing body and the very high level of expertise of the SENCO. This results in their having a realistic view of the provision and identifying strengths and the next steps in the development of special educational needs.
59. The commitment by the governing body and headteacher to supplement the finance given by the Local Education Authority for special educational needs and their monitoring of the use of this finance reflects a very high level of understanding. The designated governor, the special educational needs co-ordinator and the headteacher are all involved in setting priorities and keeping a watchful eye on the progress towards them.
60. A particular strength in the leadership and management of pupils with special educational needs is the commitment of the headteacher, especially in teaching these pupils in the Literacy Pledge classes four days a week. The arrangement for setting for literacy and numeracy is another very good feature of provision for pupils with special educational needs. The very well informed SENCO follows the progress of pupils and has some time allocated to assist teachers and the support staff on all issues. The very high quality provision for pupils with special educational needs shows a significant improvement from the previous inspection.
61. The present accommodation is satisfactory for the teaching of the curriculum. Since the last inspection, when it was stated that the adequacy of accommodation was poor, a great deal of work has been done. A new block has been built to house Upper Key Stage 2 classes together

with a computer suite. Outside toilets have been removed and a water supply connected to outside classrooms. The library and infant corridor in the main building have been refurbished. These changes have been beneficial for both pupils and staff and the accommodation is considerably enhanced by the effective use of displays. These celebrate pupils' work, reinforce their learning and raise their self-esteem. The school learned during the inspection that a grant to build a new school on part of the playing fields had been allocated with a plan to start building in the near future.

62. The quality and quantity of learning resources to support the curriculum are good overall. There are sufficient resources and support staff to ensure that the pupils with special educational needs have equality of opportunity to the curriculum, to lunchtime activities and extra-curricular activities. An excellent feature of the leadership and management for pupils with special educational needs is the sensitive and careful systems for using the time allocated to support staff. This enables pupils with special educational needs, including those with behavioural and emotional needs, to benefit from the support when they need it most. For example, one of the classroom support assistants is on hand throughout morning break and lunchtime and this results in enhanced quality of provision for the identified pupils. Those pupils with special educational needs who have a statement benefit from a wide range of help and support from visiting specialist staff. However, there are some classes where extra support is needed and, because of the formal links between special educational needs and specifically designated adult assistance, pupils have no additional support in literacy or numeracy lessons. The school is alert to this difficulty and has plans to review the situation during the next financial year.
63. The governing body, working closely with the headteacher, has been very effective in the management of finance. Through their finance committee, governors are continually involved in the financial workings of the school. They have appropriately addressed all the points raised in the last auditor's report. Using regular, up-to-date statements, they have established good procedures to ensure that finances are used well to support school priorities. The school development plan is a very useful tool in the management of the school. The plan provides a clear focus for improvement and priorities are fully costed. Specific financial grants have been used efficiently to target improvement, with good results. The headteacher is very good at finding ways of obtaining grants for specific projects and gaining additional funds for the school. The balance in the contingency fund is identified in the school development plan and is to ensure staff salaries and to maintain the above average level of support staff for pupils with special educational needs and for additional resources to enhance the new school in due course.
64. The administrative assistant has a good understanding of the day-to-day financial procedures of the school. Effective systems ensure that the school runs smoothly and that money is handled securely. There are sound procedures for monthly checks on expenditure and for secure cash processing, which provides a satisfactory level of internal control. Separate accounts are kept for private funds and they are audited annually. Other day-to-day procedures are effective and the administrative assistant works in an efficient and professional manner to support the work of the school and allow classroom teaching and learning to be uninterrupted. New technology is well used within the administration of the school.
65. Overall, taking account of the pupils' below average levels of attainment when they start school, the above and well above average standards achieved by eleven-year-olds, the overall good quality of teaching, the very good relationships and attitudes to work and the good behaviour of pupils set against the average level of expenditure per pupil, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to raise standards and to continue making improvements the headteacher, governors and staff should continue to implement all of the unfinished elements of the school development plan particularly in relation to:

- (1) The regular review and distribution of school funded support staff to ensure that pupils in all classes receive a fair level of additional help;

Paragraphs: 62, 99

- (2) the strategies employed for listening to individual pupils read, over and above time allocated in the Literacy Hour, so that the experiences of all pupils are as good as for those in the best situations in some classes, where all pupils are regularly listened to and effectively supported individually by an adult;

Paragraph: 86

- (3) ensuring that the quality of written information for parents about pupils' progress is consistently good and that the quality of all reports matches that seen in the best reports;

Paragraph: 51.

- (4) considering ways to identify special needs in a formal way, at the Foundation stage, so that no time is wasted in arranging intervention strategies;

Paragraph: 47

The governors and the senior management team should also consider the following recommendation when preparing their action plan:

ensure that the accommodation for under-fives, in the new school, meets all of the requirements to enable best practice to take place.

Paragraphs: 61, 81.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
17	28	37	18	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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	262
Number of full-time pupils known to be eligible for free school meals	0	16

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	54

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	4.1
National comparative data	4.3

Unauthorised absence

	%
School data	0.4
National comparative data	0.3

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	22	15	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	18	20
	Girls	14	14	15
	Total	31	32	35
Percentage of pupils at NC level 2 or above	School	84 (88)	86 (84)	95 (88)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	20	22
	Girls	15	15	15
	Total	33	35	37
Percentage of pupils at NC level 2 or above	School	89 (88)	95 (88)	100 (95)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	23	18	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	20	21
	Girls	18	15	18
	Total	36	35	39
Percentage of pupils at NC level 4 or above	School	88 (87)	85 (74)	95 (90)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	19	20
	Girls	18	15	16
	Total	34	34	36
Percentage of pupils at NC level 4 or above	School	83 (79)	83 (69)	88 (87)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	4
Bangladeshi	0
Chinese	2
White	0
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11.0
Number of pupils per qualified teacher	25.7
Average class size	29.1

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	193

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

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

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	1999/00
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	£
Total income	509671
Total expenditure	504687
Expenditure per pupil	1783
Balance brought forward from previous year	21130
Balance carried forward to next year	26110

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	262
Number of questionnaires returned	65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	55	2	2	0
My child is making good progress in school.	40	57	3	0	0
Behaviour in the school is good.	32	60	3	3	2
My child gets the right amount of work to do at home.	34	48	16	2	0
The teaching is good.	43	51	5	2	0
I am kept well informed about how my child is getting on.	26	49	22	3	0
I would feel comfortable about approaching the school with questions or a problem.	69	25	5	0	2
The school expects my child to work hard and achieve his or her best.	55	42	3	0	0
The school works closely with parents.	42	45	12	0	2
The school is well led and managed.	57	40	0	2	2
The school is helping my child become mature and responsible.	20	48	9	3	19
The school provides an interesting range of activities outside lessons.	40	54	5	0	2

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

67. There is no nursery and children join the Foundation stage in the reception class in the September of the year in which they will be five. The assessment procedures undertaken in the autumn term, soon after entry to the school, indicate that overall the attainment on entry is below the average for the local education authority and below average for schools nationally. The school follows a carefully structured programme of work that covers the six areas of learning recommended by the Department for Education and Employment and since the start of this school year teachers have been working within the new guidelines for early learning goals. At the time of the inspection only 13 pupils had already celebrated their fifth birthday. As children achieve the expected levels for pupils at the age of five, teachers begin to introduce elements of the National Curriculum into the work planned for the class in a gradual way as ability groups are identified.

Personal, Social and Emotional Development

68. Attainment in personal, social and emotional development is above average by the age of five with the children mixing and socialising well. On entry, whilst some come straight from home many of the children have already had some experiences in a number of local nurseries or play groups. Most of the children are able to work together, share resources and are beginning to learn and understand the need to take turns and listen to each other. A group of children were observed playing a dice game, taking turns, without adult intervention. They use the home corner and the office of the 'hat hire shop' as themes for role-play. Boys and girls take turns to be the person who fills in the forms, listing who has borrowed which hat and the purpose for the loan, such as going to a wedding, attending a party or visiting a special place. They work out the cost depending on the length of time that it is borrowed. They do this well and delight in adding descriptions about the event on the return of the hat to the shop. They behave well in all situations, work co-operatively, and concentrate and persevere with their learning during the majority of sessions. A lesson in personal, social and emotional education enabled pupils to learn how a group functions: the idea of waiting for others to finish speaking and listening to their views. The teacher and the learning support assistant create a businesslike atmosphere where each child feels they are special. There are high expectations of behaviour and the children want to please the adults who are teaching them.
69. Teaching in this area of work is very good. The work planned is organised effectively and the teacher and her assistant arrange many opportunities for children to extend their experiences and develop ways of learning through play and building effective relationships with one another.

Communication Language and Literacy

70. The children's attainment in this area is below average on entry, improves rapidly and is at least in line with expectations by the age of five. By then most children are confident, articulate talkers and respond well to the teacher's and welfare assistant's questions. A few are still hesitant and require extra support to speak in long sentences often attempting to get by using single word answers or simple phrases. The adults all help them to extend their responses by smiles, gentle questions and consistent encouragement. Throughout all lessons they are encouraged to listen carefully and develop the vocabulary needed for every situation. For example, when getting their milk each day they have to speak clearly and ask politely from the children serving in the milk bar.
71. All children enjoy books, take great pleasure in handling them and in taking care of them. The youngest children are able to talk about the book they are reading and predict what might happen, while other children are beginning to recognise up to 20 initial phonic sounds and about 8 to 10 blends. The focus blends during the inspection were 'sh' and 'ch'. About half recognise about 15 key words, whilst a small minority read fluently at an appropriate level. Most talk in detail about their books and retell their favourite stories. Most of the children in the class write their own name with little or no help and with a high level of success. Every child is beginning to follow a

programme of independent writing that is proving to some of them that they might be considered published authors. All children have work on display with telling translations for grown ups who were not part of the very positive process of composition. Many write confidently and spell some key words correctly some with consistent accuracy. By the end of the year, some children are confident when writing short sentences. They like to use punctuation and it is almost always included but is not always in the correct places. Pencil control is good and the letter formation of most children is well formed and legible.

72. The quality of the teaching is imaginative, thorough and very good. An appropriate range of activities including speaking and listening, writing and reading are provided. The planning is clear and takes into account what the children know and can do. The enthusiasm of the teacher for writing and for books helps to foster positive attitudes towards literacy and ensures that the children make good progress. The effective use of the skilled classroom assistant ensures that all pupils receive regular, systematic additional support. Both the teacher and the assistant use questioning effectively to help children extend their knowledge and increase their language skills.

Mathematics

73. By the age of five the children's attainment in this area is about average. Children recognise numbers to five and most sequence them correctly. They use and understand 'more' or 'less than' when counting to 10. They confidently name two-dimensional shapes such as circle, square, rectangle and triangle and explain very well why and how they differ. These shapes are used successfully to create interesting pictures. Children combine this work with developing fine motor skills when they hammer shapes onto a cork base using small nails with great precision. Children are good at making continuing patterns using sticks, arranging small coloured toys such as frogs in graded sizes, and by threading beads. Work scrutiny and a review of work undertaken by pupils in Year 1, who were in this class last year, shows that by the time children are five a high proportion count accurately in tens to 100. The majority count in twos and undertake simple addition and subtraction sums up to 10 with a high degree of accuracy. They clearly understand and use appropriate vocabulary such as taller, shorter, lighter, heavier and know which words to use in conversations about their work. The children enjoy the tasks set and eagerly join in the class sessions because they delight in showing adults how good they are. They work well, sharing resources and helping each other. They are interested and enthusiastic about all their work, often seeking to show their achievements to adults for approval and make good progress.
74. The teaching is very good and a series of appropriate activities catch the interest of the children and ensure a positive attitude towards mathematics. The impact of the good pace and well-planned activities all add to the children's good rate of progress. The teachers' awareness of the rate of progress and the timing of the next step appears to be intuitive but is supported excellently by very good records that enable challenges to be increased in small but well organised and purposeful steps.

Knowledge and Understanding of the World

75. The children's attainment at the age of five in this area is what is expected for the majority of children. They have been working on a topic about spring and readily explain what is happening to trees and animals at this time of year. They demonstrate some knowledge of the seeds that will grow into flowers and vegetables and that they will need water and sunshine to make them grow strong. Scientific knowledge about pouring and building is gained by play in the sand tray in the classroom and in water play in the secure area outside. Children describe very well the joy of making boats that float and of sinking them by piling on heavy objects. They are good at building with wet sand and describe how the water in it sticks the dry particles together. They also tell how structures collapse as the sand dries over a weekend or over a holiday period. The range of activities available for the children gives them a suitable range of opportunities to find things out for themselves, to climb and jump and they are always ready to explain what they are doing. The children learn well from the opportunities on offer and share the resources in a very friendly way. For example, in the sand tray the children do not fight over who has what but take turns to use the containers. Children have an understanding of times past and what school was like when their

grandparents were children. They know about how people live in other parts of the world as some have visited places in Europe and America and readily share their photographs. They have written about their activities and paintings and read with great flair and a very good memory the captions that they have written. Children enjoy using the computer in the classroom to paint and to label their work as well as for games involving colours, words, shapes and numbers. They are confident as they explain that the mouse is easier to control than the arrow keys.

76. The quality of teaching is very good and well-planned lessons show a deep understanding of the early learning goals. The range of activities and topics covered ensure that the children have wide experiences and develop a good understanding of the world around them.

Physical Development

77. The children's attainment in this area is at least in line with that found in most classes for children at the end of the Foundation stage. They use scissors and many can cut carefully and accurately keeping to the lines. The most confident explain the difference between curved and straight lines and know which are their favourite scissors, especially the left-handed children who manage better with the special scissors. Most hold pencils and crayons correctly and have good control, being able to write their names and other words with growing confidence. One child who joined the class only this term as a reluctant writer is now ready and eager to write independently with very little help. In outdoor play they run around taking care and finding spaces without bumping into each other. When joining in lessons in physical education in the hall children follow the music and work well alone as individuals dancing to their own imaginative thoughts and as a group following the teachers' directions. There is still no grassed area where children can exercise safely but the surface where they play is specially designed to be safe for young children and provides well for their needs.
78. The quality of teaching is good. The choice of music and the time allowed for activity followed by simple discussion and reflection enables the teacher to watch and offer encouragement and support. The teacher uses good movements and shapes demonstrated by some children to show others how they might extend their own performance.

Creative Development

79. By the end of the Foundation stage the children's attainment in this area is average and meets requirements. They use shapes to make pictures and carefully spread the glue on the paper. They know the names of the shapes well and often accompany their work by talking through what they are doing quietly amongst themselves. Children know the names of some of the percussion instruments and play them sensibly, explaining whether they are hit, scraped or shaken. They appreciate the difference between loud and soft sounds and how to play the instruments. The children have experimented with bubbles to make some attractive pictures, and have painted enthusiastically about the story of the Three Bears and Goldilocks. Much of their work is displayed on the wall and they like to show adults and other children what they have done. The children enjoy the creative activities and are excited when it is time for singing with other classes in the hall. They are enthusiastic about music and join in, knowing a range of nursery rhymes, which they say and sing quite well.
80. Teaching is effective because the teacher's planning and her understanding of the needs of young children and how they learn means that the choice of activities both for art, design and technology and music match their needs and abilities. Throughout the day a range of learning opportunities is made available to the children so that they grow in confidence to use paints and other media and to enjoy music of all types. Pupils with special educational needs, who are all taught alongside their classmates, make equally good progress.
81. At the time of the previous inspection the quality of teaching for children under five was considered to be good although the accommodation was considered to be unsatisfactory and the organisation of the formal curriculum was considered to be weak. There have been considerable improvements and whilst the accommodation is still far from ideal, all possible improvements have been made and the school is scheduled to be replaced with a purpose built building within the next phase of

the building programme. The equipment and resources have all been replaced and there is now a suitable area for outdoor play that enables children to develop their physical skills very well. The curriculum has been thoroughly reviewed and all six areas of learning are very well provided for in the planning for the Early learning Goals. The quality of teaching is predominantly very good and in lessons seen was never less than good. This, with the new equipment, has enabled attainment to be maintained and strengthened. The computer and its suitable range of software are used well. The children use the equipment spontaneously to reinforce their learning in language, art, music and mathematics.

ENGLISH

82. Results in the 2000 national tests show that pupils achieve standards in line with national averages in reading and writing for seven-year-olds, but few of these pupils achieve the higher than average level. In the national tests for 11-year-olds, standards in English are above the national averages and well above the average for pupils achieving the higher level. These standards are different from those in the last inspection report. Seven-year-olds reading was reported as good and 11-year-olds English was overall in line with national averages. The drop in standards for seven-year-olds and the rise in standards for the 11-year-olds is explained by the difference in the number of pupils with special educational needs in the different groups of pupils. The emphasis by the school on improving strategies for teaching has also enabled them to raise standards by the time pupils are eleven. Inspection findings support the latest test results. The school's national test results vary from year to year but have always been above the national averages at both key stages.
83. Throughout the school the teaching of language and literacy underpins work in all subjects so that speaking and listening, reading and writing are continually reinforced. The school has been effective in the implementation of the national literacy strategy and the improved quality of the teaching and planning have had a very positive effect on raising standards. Robust analysis of results in national tests is used effectively to identify areas requiring extra attention. All areas identified as needing improvement are addressed conscientiously by teachers to good effect.
84. By the time pupils are seven and eleven years old, their speaking and listening skills are similar to those found in other schools. They speak openly and helpfully to visitors. Teachers ensure full concentration at the start of lessons so that pupils listen well, make good gains in learning and know what to do. Pupils understand, from an early age, that they should not call out in whole class discussions. This generally has a positive effect and most pupils respond well. Pupils listen carefully to one another considerately and realise they can learn from the experiences and the ideas of others. For example, pupils in one infant class were eager and confident to share the words that they had made containing the letters 'oo' with other members of the class at the end of the lesson. Consistently good teaching helps pupils to develop an increasing vocabulary to express their ideas in all subjects. By the time they are eleven, most pupils say clearly what they notice, feel, think and remember. They justify and give evidence for their own views; for example when they read a text and make up their own questions from what they have read. They then explain how their questions can only be answered correctly by close and detailed reference to the text. Speaking and listening skills develop well in reading sessions because teachers use interesting books and question pupils skilfully. Sometimes they use precise questions to elicit facts but more frequently they probe pupils' understanding by more open-ended, searching questions.
85. In the infant classes, the skilled teaching of letter sounds and patterns enables nearly all pupils to read simple text by themselves by the time they are seven with a good degree of accuracy. Pupils are encouraged to read their own writing and most spot and correct their own mistakes. The good number and wide variety of appropriate books for these pupils motivates them to want to read. Pupils take a lively interest in the characters they find in books and often use illustrations to help them with their understanding of a story. Higher and average attaining pupils understand alphabetical order and use this knowledge skilfully in order to help them find words in a dictionary. Teachers stimulate pupils' thinking and maintain their interest and attention with attractive and

informative displays so that there is a consistent 'reading atmosphere' in which pupils learn effectively from signs, labels and worksheets.

86. By the time they are eleven years old, most pupils develop an effective variety of strategies to find the meaning of texts. They break down words into syllables and higher and average attaining pupils pick up small clues to discover fuller meanings. Most pupils recount the significant ideas, events and characters in stories. Reading skills are developed effectively in other subjects; for example, pupils study texts in geography when they learn about floods and the effect water has on the environment. In the literacy hour, pupils read together from enlarged text. This benefits less able readers by encouraging pace and expression. However, some pupils miss the one-to-one reading sessions that are found in the infant classes and in some classes in the junior phase. Although they are competent readers, they say they do not like reading and would like to be supported by an adult more regularly on an individual basis. Within the structure of the literacy hour the study of vocabulary and sentence structure in texts gives valuable practice to enhance reading comprehension and enrich writing activities. Nevertheless these pupils are not finding much fun in reading and want more support and guidance. There are a reasonable amount of good quality children's novels both in the school library and in classrooms. Pupils understand how to use the school library effectively to find books quickly using the well-known catalogue system. Library skills are very well taught and pupils skim and scan texts effectively to track down relevant information from books and CD-ROMS.
87. Most seven-year-old pupils form letters carefully, write on lines and space words out appropriately. The majority of pupils write in sentences with capital letters and full stops. Thorough teaching of letter shapes and patterns helps most pupils to achieve sound standards of spelling. Teachers encourage pupils to learn and practise weekly spelling lists at home. Pupils write for a good range of purposes; they write stories, accounts of their holidays, and letters. For example, some pupils wrote a list of instructions on how to make a sock puppet and others used computers to write about characters in the story of the Pied Piper of Hamelin. The ability to write at length for both creative and reporting purposes is being developed carefully with good attention to punctuation.
88. Eleven-year-old pupils use a constantly widening vocabulary to create a sense of narrative, pace and atmosphere in their stories. Regular practice in the conventions of writing English helps pupils to punctuate and construct different types of sentences with increasing skill. Pupils organise imaginative stories and poems very effectively, using paragraphs, speech, description and narrative to achieve particular effects. As some pupils write science-fiction stories they create an atmosphere of excitement and mystery. Pupils practise and use many forms of writing; for example, poems, stories, newspaper reports, letters and drama scripts. They write appropriately vivid accounts of events in Victorian times in the form of newspaper reports. Pupils' writing benefits greatly from the regular weekly learning of spellings and the use made of dictionaries and thesauruses in class lessons.
89. Pupils' attitudes, behaviour and personal development in English are good. The structure and routines of the literacy hour help pupils to know that tasks have to be completed in a given time. This creates a sense of purpose and most pupils respond well. The great majority take care with the presentation of their work and they work at a good rate during lessons. In discussions, pupils are keen to contribute. This reflects the teachers' good choice of interesting books and topics.
90. The quality of teaching and learning observed was good overall. Of the nine lessons seen, four were judged to be very good and five were good. Very good lessons were characterised by high levels of interaction between pupils and teachers so that learning was carried forward at a good pace. Teachers engaged with pupils, listened to them, questioned them and helped them to build systematically on earlier learning. Very good teaching, with probing questions, enabled pupils in one class to develop their understanding of explanatory texts, and to produce a practical glossary of technical terms that they had used in their science work. The school makes good use of national guidance for the literacy hour and teachers' lesson plans are very good. In the best lessons, teachers demand high levels of concentration and make good use of support staff, resources and information from assessments. Teachers throughout the school take every opportunity to reinforce and extend pupils' vocabulary and literacy is developed well to support

other subjects. The patient, thorough and consistently good teaching of pupils with special educational needs helps them to make good progress in most lessons. Additional learning support, together with setting in Upper Key Stage 2 classes, is proving to be successful in lifting the attainment of pupils to above average levels by the end of the key stage.

91. Pupils with special educational needs make good progress in English because they have work prepared that is very well matched to their needs. The detailed individual education plans, together with the skilled carefully linked support staff, make it possible for pupils to learn alongside their peers in a purposeful way. The spread of pupils with particularly severe special needs means that some classes appear to have a larger share of adult support than others. This is recognised by the school and attempts are made to share school financed support evenly across classes.
92. The leadership and management of the subject is very good. The co-ordinator has guided and supported her colleagues very well. She has monitored classroom provision and helped to share good practice. Assessment procedures are of a good standard so that there is a clear pattern that enables the school to track individual progress and to set targets that are shared with each pupil. Most governors, especially the designated governor for literacy, are well informed of current issues concerning literacy. They have supported the school very well during the implementation of the literacy hour and are firmly committed to continued improvement.

MATHEMATICS

93. Lesson observations during the inspection and a scrutiny of work undertaken during the current school year indicate that the current cohort of Year 2 pupils has made satisfactory progress. In this group the majority are on course to attain standards broadly equivalent to those expected nationally at the end of Key Stage 1 in mathematics. In Key Stage 2, the majority of Year 6 pupils are on course to attain standards equivalent to those expected nationally whilst a significant minority of pupils are on course to achieve standards above those expected nationally. This is slightly below the standards attained in 2000 but this year there is a greater number of pupils with special educational needs in the group at the end of the key stage.
94. The school has implemented the National Numeracy Strategy well. Under this new government-recommended scheme of work and curriculum, pupils undertake a wide range of work in all areas of mathematics. Samples of pupils' work demonstrate that pupils in both key stages undertake a suitably wide variety of work on shape, space and measures, and tackle a range of problems involving handling data and investigation. Skills in the use of mental mathematics for calculations and problem solving are increasing rapidly. Pupils make good use of their numeracy skills in other curriculum areas such as science, geography and design and technology and there is particularly good use of information and communication technology in mathematics.
95. In Key Stage 1, most pupils in Year 1 are able to use a 100 number square confidently to recognise familiar patterns (2, 4, 6) and unfamiliar patterns (1, 3, 5, 7). They successfully count on in 2's, 5's and 10's and count back in 5's and 10's from 50. Most are able to explain what an 'odd' and 'even' number is. They readily recognise common two-dimensional shapes and describe the properties of some familiar three-dimensional shapes. In Year 2, at the end of the key stage, all pupils know addition and subtraction facts for all numbers up to and including 10 and a majority is able to do this to 20 with a small minority of higher-attaining pupils confidently undertaking this to 100. Most understand the operation of division as 'sharing equally' and are beginning to record simple number sentences using the divide and multiply symbols. Most are able to find three numbers adding up to 20, with higher-attaining pupils doing this for 50 and some to one hundred.
96. In Key Stage 2, most Year 3 pupils in the mixed-age Year 3/4 classes know that adding a zero has the effect of multiplying by 10 and that 5 times a number can be calculated by multiplying by 10 and halving the answer. A minority of pupils is using the correct terminology to describe the pattern of the 9 times table on a 100 square, explaining that the pattern follows the diagonal whilst others describe the pattern by saying, 'it goes right down'. Most recognise that the units reduce

as the tens increase and confidently write multiplication sums for the answers of the 9 times table. Most pupils in Year 4 have developed their knowledge of the 6 and 9 times tables very well and are recognising and extending number sequences by counting on from a number in constant size, for example, counting on in 6's from three, five or seven. Most are able to identify multiples of 9 with three digit and, in some cases, four digit numbers and these pupils write corresponding division sums from a given multiplication fact easily and quickly, making very few mistakes. For example, if $6 \times 8 = 48$, then $48 \div 6 = 8$. At the end of the key stage, in Year 5 and 6, pupils work in two matched ability groups for mathematics. This enables work to be more exactly tailored to the needs of individuals and enables those pupils capable of higher work to be challenged appropriately. Most Year 5 pupils are able to double a 2-digit number up to 50, including mixed numbers, and approximately half are confident as they demonstrate how to double numbers such as 21.5 and halve numbers like 87, mentally at speed, explaining what it is that they are doing. Pupils readily select from all four number operations to solve money problems, understand the importance of keeping tens under tens, units under units when writing an addition or subtraction sum and clearly explain the selected process showing their working out. Higher-attaining pupils are undertaking multi-step operations independently and confidently. Most pupils in Year 6, in the higher-attaining set are calculating fractions of amounts, for example, $\frac{1}{7}^{\text{th}}$ of 63, $\frac{1}{3}^{\text{rd}}$ of 36, confidently and accurately and, with some support, $\frac{5}{8}^{\text{th}}$ of 56. Most are able to calculate 10% of a given 3-digit number, including to one decimal place. Pupils calculate that 10% of 22.5 = 2.25 and the great majority are calculating 30%, 40%, 60% of amounts by finding 10% and multiplying up.

97. Although about a third of the pupils in Year 6 are well placed to achieve above national expectations for their age in the statutory tests at the end of the key stage, this year, a significant proportion of pupils in Year 6, have special educational needs. For this reason, this year, overall standards are in line with those expected for eleven-year-old pupils nationally.
98. The quality of learning in lessons observed ranges from good to satisfactory at Key Stage 1 and is good overall. In Key Stage 2, learning ranges from excellent and very good to satisfactory and is, similarly, good overall. Where the quality of learning is good or better, as it was in the majority of lessons observed, this is due to teachers' high expectations, the maintenance of a 'brisk' pace throughout the lesson and the generation of a good working atmosphere within the class.
99. Teaching in mathematics lessons, ranges from good to satisfactory at Key Stage 1 and from excellent to satisfactory at Key Stage 2, and is good overall at both key stages. Planning for all mathematics lessons seen was based on the national numeracy scheme strategy and complied fully with the recommended lesson format. In the best lessons, teachers ensure all pupils are paying appropriate attention to the work set, use correct mathematical vocabulary and terminology and provide good opportunities for pupils to explain their methods and practise what they know. Where teaching was very good and excellent, in some lessons at Key Stage 2, teachers motivate pupils very well and ensure very good progress during the lesson for pupils of all abilities through suitably demanding tasks and very well organised support. However, in a small minority of lessons, in both key stages, although teaching was judged to be satisfactory overall, teachers allowed the good pace of the introductory activities to slow during the independent group activities. In these few lessons these teachers did not ensure that all pupils were concentrating on their tasks appropriately during this part of the lesson. This was most evident in those classes where no additional adult help was available. Pupils with special educational needs are catered for well in teachers' planning with suitable tasks and additional support, and they make good progress overall towards the targets set for them.
100. Pupils' attitudes and behaviour in mathematics lessons are never less than satisfactory and are satisfactory overall at Key Stage 1, where attitudes range from good to satisfactory and are good overall at Key Stage 2, where attitudes range from very good to satisfactory. Most pupils enjoy their mathematics work, especially the mental and oral activities. They respond well to their teachers and work together well without the need for constant teacher-intervention.
101. The school has implemented the numeracy strategy enthusiastically and effectively. The co-ordinator for the subject has undergone appropriate training in the numeracy strategy and monitors teaching in the subject regularly. Assessment, half-termly assessments and voluntary tests in

Key Stage 2, are used very well to support teaching and learning. The co-ordinator has analysed results question by question, identifying weaknesses and discussing strategies to overcome these with teachers. Resources for the subject are more than adequate and are good in quality. Additional funding has been allocated appropriately to purchase additional resources to support the numeracy strategy. Overall the attainment levels in mathematics have improved throughout the school since the time of the last inspection.

SCIENCE

102. Standards in science are good overall: they are higher for eleven-year olds than for seven-year-olds. The attainment of pupils aged seven is in line with the national average with particular strengths in investigations and knowledge and understanding of material while the attainment of pupils aged eleven is above the national average in all aspects of science. The main contributory factors to pupils' attainment, confidence and quality of learning are the very good teaching and good leadership and management. The setting arrangements for pupils in Years 5 and 6, effective assessment and monitoring systems throughout the school and pupils' very positive attitudes also enhance attainment and progress. The higher attaining seven-year old pupils are well placed to achieve the high standards found last year. However, this year there is a higher than average percentage of pupils with special educational needs, and, whilst the work is undertaken very thoroughly and these pupils make very good progress, many are not achieving above the national expectations. For this reason the high results that were achieved overall last year are not being matched this year.
103. These levels show a significant improvement since the previous inspection and the upward trend since 1998 is continuing for eleven-year-old pupils. Despite the high attainments of the class last year, this year the overall attainment levels for seven-year-old pupils are not as high as those found during the previous inspection. This is because of the variation in the composition of the group rather than a decline in the school's provision. The general upward trend in science is in line with the national levels of improvement but at consistently higher levels. Work seen during the inspection, the analysis of pupils' work, lesson observations and discussions with pupils confirm these high levels for the present Year 6 pupils.
104. Levels of attainment throughout the infants are good and benefit from a very strong and consistent emphasis on investigations with many opportunities for pupils to discuss what might happen and give their reasons. As a result, pupils confidently test, observe, predict and share their findings with other pupils in the groups. This is reflected in their understanding of the forces involved when toys move, the effect of heating and cooling on different materials and their knowledge that when they bake a cake the ingredients cannot be separated. Pupils look at a wide range of materials and sort them according to their properties and therefore identify many uses. They have a sound understanding of living things and this is reflected in their knowledge of how humans change as they grow: they name some of the external parts of the human body and compare the life cycles of plants, frogs and birds.
105. By the time they are eleven years old, pupils' high levels of attainment are reflected in the quality of investigations, their knowledge and understanding of materials, forces and living things. During the inspection pupils described the differences between various materials in terms of their insulating or heat conducting properties, magnetic and electrical effects and their solubility. They used their knowledge of materials when separating mixtures by processes such as dissolving, evaporation and magnetism. All pupils in Years 5 and 6 explained in precise detail how to separate a mixture of sand, gravel, staples and salt. Their excellent planning of the experiment reflected very good knowledge of investigations and logical methods in working. Pupils also understand the apparent movement of the sun, know that day and night occur because of the earth spinning on its own axis, and explain the formation of shadows and why we have months and years. Pupils also understand a wide range of forces, including gravity, magnetism, friction and also measure forces in Newtons. Pupils confidently identify many bones of the human skeleton and explain the circulatory and digestive systems with a high level of understanding.

They classify foods very knowledgeably and use accurate terminology such as carbohydrates, vitamins and proteins knowing which foods should be eaten daily as part of a healthy lifestyle.

106. The quality of pupils' learning throughout the school ranges from satisfactory to excellent and in most lessons is very good or better. This is directly related to the quality of teaching and is equally good for pupils of all abilities, including higher attaining pupils and those with special educational needs. Towards the end of Key Stage 2 there is very good development of learning from pupils' abilities to observe and record to planning their own investigations and deciding which apparatus to use. Throughout the school pupils' literacy skills are very well developed in the use of accurate scientific vocabulary and their ability to write for different purposes, ranging from lists of resources needed, tables of findings and recording experiments. Numeracy skills are also very well developed, for example pupils use bar charts, line graphs, compare measurements and patterns of different graphs and they measure and record the temperatures and pulse rates of pupils in the class. Teachers in classes across the school develop pupils' scientific skills very well and this is reflected in their ability to classify foods, sounds, materials and relate these aspects to life in the home, at school and in the community. Information and control technology and design and control technology are well incorporated into pupils' scientific learning.
107. Social issues such as recycling, use of materials and care for the environment are some examples of the many ways in which science contributes to pupils' moral, social and cultural development. The pleasure of discovery during investigations contributes to pupils' spiritual development.
108. The pupils who are members of the Compost Club not only improve the appearance of the school by planting bulbs and arranging hanging baskets but also develop a wide range of scientific knowledge. During the inspection they learned how to take cuttings from pelargoniums (geraniums) and compared this to the previous week's activity of taking cuttings from a chlorophytum plant (spider plant). They understand that planting seeds, bulbs and taking cuttings are methods of increasing the number of plants. They also know the importance of water and either soil or compost and nutrients for creating a good environment for healthy plant growth.
109. Pupils are very interested in science. They behave very well and enjoy lessons, answer enthusiastically and investigate with confidence and concentration. They work very well both in groups and individually, use predictions and observations effectively during investigations. The upper school visit to the Thackray Medicine Museum has contributed to the pupils' understanding of the development of science over the years and their ability to compare and contrast medical treatment in the Victorian period with the present day.
110. The quality of teaching is very good overall. Particularly good features are teachers' knowledge and understanding, curriculum planning, confidence in guiding pupils' investigations and high expectations. In the best lessons, teachers encourage pupils to work at a very brisk pace, constantly reminding them about accuracy, challenging their findings and insisting on scientific reasoning. Teachers organise a wide range of resources to enhance pupils' learning. Care is taken in all lessons to ensure that pupils understand newly learned scientific information and skills. Practical sessions are very well organised, teachers ensure that pupils understand the purposes of their experiments and as a result pupils achieve well. Teachers assess pupils' levels of understanding by very well-focused questions and use their answers and written work effectively when planning the next series of lessons.
111. The co-ordinator has diligently used national guidance to produce a well considered and progressive plan for teaching and learning. The half-termly and weekly lesson plans ensure that all teachers in each parallel age group are teaching the same aspects of science and this ensures equality of opportunity for all pupils and continuity throughout the school.

ART AND DESIGN

112. Very few lessons were observed during the inspection. However, there was sufficient evidence to show that standards at both key stages have been maintained since the previous inspection. At the end of Key Stage 1 attainment levels are above those normally expected for pupils of this age. By the end of Key Stage 2 they are also above average overall with high quality work being produced by some pupils, particularly in Years 5 and 6. Throughout school pupils make good, and often very good, progress in the acquisition of skills and in their understanding of art as an expressive medium. This includes all pupils with special educational needs. The work seen across the school shows good coverage of the range of two-dimensional media and techniques. There is good evidence of three-dimensional work and this represents individual thought as challenges are set, such as how to fix a base or a lid onto a paper tube or a cylindrical pot. The challenge resulted in a variety of solutions that were evaluated by the group in a frank exchange of views and ideas.
113. During Key Stage 1 pupils have a wide variety of experiences in two and three dimensions. Observational drawings are begun from the earliest time in school and pupils look closely at themselves and study the world around them. Drawings of samples of coal in Years 1 and 2 show that pupils know about light and shade and attempt to reproduce them. They used magnifiers to look closely at the samples and experimented with the effects made by pens, pencils and pastels on a range of papers. This work was completed very successfully. Other pupils sketched miners going to work and returning from the pit to a good standard. They then selected the best designs for a wall display of men going down in the cage. Pupils have good control of drawing implements. In classes of Year 1 and 2 pupils' thumb pots and slab pots were made with 'Newclay', trying out various techniques after being shown the basic method. The finished pots were sturdy and fit for their planned use and pupils were skilled at evaluating their work. The standard of the finished products was good. The work of recognised artists is used in all age groups as a starting point for imaginative and accomplished work. In the mixed age classes pupils have considered the shapes and bright colours of Mondrian's work before creating their own vivid interpretations some using a painting program on the computer.
114. At Key Stage 2 pupils continue to develop their skills and extend their knowledge and understanding. Good standards of observational drawing were seen in all of the mixed age classes when pupils produced either a detailed photographic image or line representation of a human figure. They select and use materials well to suggest, for example, textured towelling or smooth leather. Pupils readily reflect on and evaluate their own work, looking for ways to improve. In Years 5 and 6 pupils' observational drawings of various objects showed good attention to detail and the confident use of pencil line and shading to represent accurately what they saw. Work involving planning and executing designs for painting on silk were a feature of the week of the inspection; these were of a standard above that normally seen in most primary schools. Art from different countries and times is used to help pupils to understand their own and other cultures. As pupils progress through school they learn to look critically at the work of famous artists. Year 6 pupils have begun to research well-known artists and write passages in appreciation of favourite artists and their paintings. Pupils observe lines, colour and detail such as 'the light makes a pattern on the floor.' They record their personal responses to artists' work.
115. In the observed lessons the quality of teaching seen varied from satisfactory to excellent but was predominantly good. It was all well planned with clear learning objectives and effective use was made of questioning to promote the objectives. For example, the teachers in Year5/ 6 used questioning well in order to develop pupils' recognition of the visual elements of a painting such as pattern, shape and form. Techniques were well taught and, in addition, the interest and confidence shown by all teachers encouraged pupils to perform well. In all lessons, and at the art club, pupils made good progress. In one class all pupils were stretched as additional challenges to improve their drawing techniques were added at each review point and planned extension work ensured that talented artists were provided with appropriate tasks.
116. In lessons pupils were always interested and involved in their work, showing good concentration. Pupils across the school were keen to experiment and develop their own ideas. Their positive attitudes had a beneficial effect on the progress they made.

117. Art is well co-ordinated; the scheme of work meets National Curriculum requirements and enables teachers to ensure that skills are developed. The assessment procedures are straightforward and effective. The subject leader monitors provision by evaluating teachers' half-termly planning and keeps a check on standards by examining pupils' finished work. Samples of moderated work are maintained and annotated as to why they are considered to match National Curriculum levels up to Level 5. This work is reviewed regularly by the staff to check that they are looking to ways in which pupils' performance might be improved. The co-ordinator manages a realistic budget and ensures that staff have a wide range of high quality tools and materials, and objects to use as stimuli, and this makes a good contribution to pupils' attainment. Another strength is the enthusiasm of the staff, governors and parents, who support as a vehicle to enliven other work and were fully involved with the project that included a skilled artist working in the school with pupils and teachers. This work resulted in impressive wall hangings being created and hanging cylinders of work in the hall that would be considered good in a public gallery. This high quality work sets a standard for all other undertakings. All of this enthusiasm ensures that art has a high profile throughout the school and enables pupils to take part in initiatives for the local and wider community that enrich provision. Artwork is displayed well in classrooms, school corridors and other areas, celebrating achievement and creating an attractive and stimulating environment.

DESIGN AND TECHNOLOGY

118. At the time of the last inspection, attainment was in line with the levels expected for both seven-year-old and eleven-year-old pupils and progress was satisfactory. Although the standards are still in line with the levels expected for seven-year-olds and eleven-year-olds, there is an improvement in pupils' progress. This is because they now have a richer curriculum with more rigorous planning for increasing difficulty. More effective use is made of other subjects to extend pupils' thinking and planning. These links are incorporated into the design process very well and improve pupils' learning.
119. By the time they are seven pupils use a wide range of construction equipment well. They develop high levels of skill and accuracy, especially when cutting and measuring. This is a particularly good feature of pupils' work during their recent topic on 'Clothing'. Here they designed, made, and decorated a paper garment to fit a model. This involved measuring, designing, checking the fit for accuracy and redesigning if necessary. This was further extended to a pupils' fashion show where they modelled their favourite clothes and, as a result, they compared fabrics, styles and clothing for special events and activities. In addition, pupils had the opportunities of working with a visiting pattern-cutter and this gave them the extra experience of working with someone from the community with special skills and learning how a pattern is drawn and measured before a garment is made. Pupils made effective use of their skills of observation as they considered the suitability of their designs and modified them where necessary. They also compared and contrasted hats worn during the Victorian period with those worn today, and know that top hats were more frequently used during the Victorian period and today they are used for special occasions in most cases.
120. By the time they are eleven, pupils have progressed to making accurate drawings and diagrams, identifying the materials required and the order of making. They have used a wide range of materials ranging from fabric to cardboard and wood to food, and have considered the suitability of different products for their purposes. This is reflected in Years 5 and 6 where pupils make careful plans of their machines, which feature complicated cam mechanisms. Pupils have designed and made automatons using this moving cam system that cause fun and delight when the handles are turned. Pupils speak eagerly as they describe the planning and making of these toys. They have made their machines very carefully with an eye for detail and neat finishing and can also explain how they work. During an introductory lesson on slippers, pupils examined a range of slippers and considered why they were suitable for the many purposes when they are used. By the end of the lesson, pupils knew how they were made by sequencing the processes, identified the types of materials used, having considered the purposes of slippers, personal choice and safety issues, and how these elements influenced the materials used. During this lesson, pupils benefited from the involvement of a local dressmaker who is a friend of the school. From her discussion and

clear demonstrations, by showing them some of the dresses she had made, they realised that extra allowances have to be made for seams when joining two parts and also that there are additional features which the dressmaker has to consider. For example, fastenings, pleats where necessary, purpose of the garment, style, height and breadth of the person and how these features affect the initial sketches, patterns and type of material chosen. Pupils watched very carefully, listened intently and asked highly relevant questions.

121. Throughout the school, pupils make good progress overall, especially in the range of materials they use and the high quality activities. One reason is the fact that design and technology has a detailed progressive policy throughout the school and in the wealth of opportunities given in other subjects. For example, pupils in Years 1 and 2 know the importance of hard hats for safety down the coal mines. This resulted from a geography topic on mining when pupils knew that more people were killed in the days before they wore appropriate clothing. During a history topic on the Tudors pupils made and tasted spice biscuits and in a science lesson in Years 1 and 2 pupils considered how chocolate, which is a solid at room temperature, changes its form when melted and can therefore be used for decorating cakes. A recent whole-school project which combined design and technology with geography resulted in pupils designing their ideal adventure playground after considering what they wanted to do, researching magazines for possible equipment and considering the age of pupils and the amount of space available. They then produced designs and had the pleasure of seeing an architect's drawing which combined the best ideas and now have the pleasure of using the playground. Pupils with special educational needs make good progress because of the quality of support and the high demands of behaviour and clear explanations by teachers and support staff. Higher attaining pupils make good progress because of the range of challenging work and higher expectations of the teachers.
122. No judgement on teaching has been made because insufficient lessons were observed but, from the analysis of pupils' work including written work and plans, and considering the good progress made and their very good attitudes, teaching is good.
123. Significant contributory factors to the range of activities and the good progress are the good leadership and management of the subject. The co-ordinator has incorporated national guidance and school-based programmes into the curriculum and, as a result, has produced a well-considered and progressive scheme of work. This gives clear guidelines for all teachers and is supported by well-organised resources which will soon be further improved by more effective storage. Teachers also use the school-based lesson format which helps them to identify plan appropriate activities and investigations and ensure that they have the necessary resources. The co-ordinator has led practical activities for teachers and there has been support from the Local Education Authority which have contributed to teachers' confidence and expertise. The school-based system for assessment is well used to record the attainment of pupils at all levels of attainment.
124. Design and technology contributes very well to pupils' spiritual, moral, social and cultural development. Pupils share resources well, are concerned for accuracy and presentation and enjoy the challenges. A recent challenge for Years 5 and 6 pupils was a competition where they had to design a car which relied on electrical power. The challenge included the quality of designs and logos, accommodating the battery and using a pulley attached to an axle in order to make the car move. The pupils involved spoke with interest about this activity and the photographs taken at the time are an effective record of this event.

GEOGRAPHY AND HISTORY

125. These subjects are taught as equal parts of a joint humanities programme planned to ensure continuity throughout all age bands and lessons in each subject are taught at different times each term.
126. Pupils at both seven and eleven achieve standards in history that are similar to those found in most schools. Evidence gathered from the scrutiny of displays, the analysis of pupils' written

work, teachers' planning files and discussions with pupils was used to support this judgement. It was not possible to make a judgement about teaching as no lessons in history were taught during the inspection. The evidence base indicates that pupils make good progress and achieve well. These findings are similar to those at the time of the previous inspection.

127. Standards in geography are good throughout the school. Eleven-year-old and seven-year-old pupils achieve standards above those found in most schools. During the inspection, lessons were observed, pupils' work and teachers' plans were analysed and there were discussions with pupils and the co-ordinator. Pupils, including those with special educational needs and higher attaining pupils, make good progress in all classes. The school has improved on standards, progress, teaching and curriculum planning since the last inspection.
128. By the time they are seven, pupils know many geographical features of the locality of Rawdon and a contrasting local area, Caphouse Colliery. During the inspection, pupils drew a map identifying some of the towns and many geographical and historical features that they passed on their journey to the colliery. Pupils identified main roads, motorways, farms, towns and Kirkstall Abbey. Other geographical features were identified and investigated, such as viaducts, railway lines, the headquarters of a local television centre and a national newspaper. Pupils are able to describe and contrast many physical and human features of different areas and justify their opinions for the location of some of them. For example, they know that farmland developed almost naturally while motorways, railway tracks and buildings have been developed by people over the years to meet their growing needs and aspirations. The recent visit to Caphouse Colliery resulted in pupils understanding to a very high level, not only the geographical importance of the mine but also the historical and social implications of mining over a period of time. They experienced travelling down a mineshaft, know the importance of wearing protective clothing, especially the hard hats, and understand that working underground for long periods was not only uncomfortable and hard work but also, at times, dangerous. They understand the improving conditions in a mine over the years from the use of picks and axes to cutting machinery and the development from pit ponies and people, including children and women, pulling the trucks to a modernised system on rails.
129. Pupils develop a very clear understanding of the cause and effect of the fact that coal is found in many parts of South Yorkshire. They understand this not only in geographical terms, as for example the development of coal mines, but also the social history of working conditions over time. Pupils know that many people were employed in and around the pits and the community aspect of mining areas. By the time they are seven, pupils have a clear understanding of the passage of time, especially in relation to their visit to the colliery. For example, they know that motorways are relatively modern in comparison to roads and railways and that railways developed after coal mines were excavated. They also know that Kirkstall Abbey was built before railways were developed and that the Abbey is part of the distant past. The visit to the colliery enables them to compare and contrast clothing, type of work and the way of life of people in colliery areas over the years. Pupils also compare homes, transport and heating systems from long ago with those of today. They know that people used coal instead of wood for fires, and also that coal had a great influence on the development of steam trains. They also know that electric fires and gas fires are alternatives to coal fires and now very few people have coal fires. They understand that different people in the mine have different responsibilities, including the owner, the manager, the foremen and the miners. As a result of very well planned activities, pupils identify differences in terms of geographical features, homes, transport, occupations and climate. They know the four countries of the United Kingdom, locate them on a map, and identify the flags. They extend their geographical skills to identifying other countries of the world, especially in Europe.
130. By the time they are eleven, pupils use co-ordinates when locating places on a map, follow a route and identify many geographical features such as mountains and rivers, and social features such as motorways and buildings such as churches and bridges. As they compare and contrast lifestyles in Rawdon with the Indian village of Chembakolli, pupils consider location and climate and their effects on the landscape, agriculture and the lifestyle of the people, including food, homes and clothing. Good opportunities are taken to extend these studies to knowledge of the cultures of the people.

131. During the inspection, pupils in Years 5 and 6 studied a topic on water and their understanding has been enhanced by a visit to a nearby water works. This has resulted in pupils' understanding the processes of cleansing water on its journey from the reservoir to water supplies for the home. They understand the purpose of adding lime and alum, the purpose of the flocculation tanks, flotation tanks, filters and the importance of the addition of sand, chlorine and phosphates.
132. Pupils understand the importance of water as one of the basic requirements of life and identify how water is used in a wide range of industries, for example food, power, manufacturing, hospitals, leisure and cleansing. They know the many uses of water in the home, including drinking, washing, cleaning and gardening. They identify many rivers, lakes and seas on maps and use accurate vocabulary associated with water such as source, tributary, estuary, reservoir and ocean. There are good links with science when pupils learn about the water cycle.
133. Pupils develop a good understanding of environmental issues ranging from rivers, the study of climates, to hazards such as droughts and floods and pollution. They use atlases well, recognise a range of mapping symbols and relate countries to continents and capital cities to countries. One of the many strengths of pupils' geographical skills is their ability to have a generally good idea of the shape of a country and its size in comparison to other countries, based on previous mapping skills. This work is developed in this way so that they have a clear understanding of comparative shapes and areas of countries.
134. All pupils, including higher attaining pupils and those with special educational needs, make good progress, with some very good features. In discussions, many pupils show a high level of knowledge and enjoyment in geography. They have a good range of knowledge about environmental issues including natural hazards and display sensitive attitudes towards them. They consider the different kinds of transport used and how these are dependent upon the geography of the area and distances involved. The varied and interesting range of visits are an excellent feature of the geography curriculum and they bring a high level of relevance to pupils' study of land use in both geographical and historical aspects. Pupils are able to see how the geographical features of a region such as climate and types of soil affect the crops grown, customs and cultures, exports and imports and also contribute to the lives of a wide range of communities both in Europe and other continents.
135. Following a visit to Leeds Airport, pupils in Years 3 and 4 understand and explain the purpose of each department in the airport such as immigration control, customs and the departure lounge and many other facilities at the airport. They use a wide range of vocabulary related to travel and regulations, know and understand the nature and purpose of passports, especially nationalities within Europe and from other countries. Many pupils have a passport and list places they have visited in Europe and America. They also know that passports can be withheld and have a developing understanding about asylum seekers. Pupils described the route from school to the airport, used diagrams effectively, and the planning and use of additional staff for pupils with special educational needs ensured that they made high quality progress. This is another good example of pupils' developing knowledge of geography, history and industrial and economic understanding, especially when considering the departments and people employed at the airport together with the many reasons why people travel.
136. Pupils' geographical skills and their ability to make sense of geography, especially in terms of society and changes in lifestyles, are enhanced by the purposeful way in which other subjects are included in the curriculum planning. An outstanding feature is the high quality group designs from pupils of all classes for a play area within the school. This involves not only pupils' geographical and design and technology skills but also their numeracy in drawing to scale, literacy skills in description and artistic skills in neat presentation. There was a purpose to this work and pupils feel that they were actively involved in a project which would and, in fact has, improved the school. Pupils see the development from their group plans to the chosen plan incorporating many ideas to the architect's drawing and finally the completed and very well used and popular adventure playground. This represents one outstanding feature of geography's excellent contribution to pupils' spiritual, moral, social and cultural development.

137. Analysis of pupils' work and lesson observations show that geography is taught well. Pupils have increasing opportunities to research, develop independence and acquire a deeper sense of curiosity about and interest in geographical aspects of the world and their influences on lifestyles and societies. Teachers have very good subject knowledge, plan their lessons very well and have very good relationships with the pupils. Pupils are given a very wide range of opportunities to use available evidence well to research, observe and draw conclusions. There is challenge and variety in the activities, and this is reflected in pupils' high levels of interest, excitement and motivation. A particularly good example was in the infant classrooms' 'Coal-mining Corners' where pupils took on the roles of miners and pretended to clock-on, begin their shift, travel down the mineshaft and along the mine, find coal and bring it to the surface. Teachers give pupils a wealth of experiences and opportunities to learn and research, and this impacts on their knowledge and understanding of geography and its influence on history. A great deal of the work is well researched and high demands are placed on the quality of presentation, especially in the juniors. Teachers mark pupils' work regularly and where necessary they give helpful comments, which encourage improvement and also correct misunderstandings. Teachers use questions effectively and other people who help in the classroom are used well to give high quality support. Pupils are trained to be geographers and historians. They are not merely taught facts but are encouraged to follow patterns of research very thoroughly seeking out minute details so as to make their own work special and individual to themselves.
138. The leadership and management of the humanities programme is very good and in geography it is excellent. In curricular planning, organisation of resources, the very effective use of a very well considered programme of visits there is detailed guidance for teachers about the progression of geographical skills. This structured organisation, together with rigorous monitoring of planning, results in consistency in teaching between classes of pupils of the same age groups and challenges for more able pupils. Geography is enhanced by an appropriate range of information and control technology resources including the facility for pupils to research information about Rawdon.

INFORMATION AND COMMUNICATION TECHNOLOGY

139. A number of whole-class information technology lessons at both key stages were observed in the new, very well-resourced computer suite introduced to extend teachers' and pupils' skills in the subject. Evidence from these observations and from observations of pupils working at computers in classrooms in other curricular areas indicate that pupils are making good progress and that attainments meet national expectations at the end of Key Stage 1. By the end of Key Stage 2, pupils achieve levels of attainment that are above national expectations for their age.
140. All the whole-class information technology lessons seen were undertaken in the recently opened suite. This well resourced facility was only opened during the previous school term and the school is still waiting to be connected to the Internet. All of the necessary cabling and equipment is in place. The suite has 17 new, multi-media computers and a screen projector allowing the teacher to project the computer screen onto the wall. This is a very useful, well used resource. The projector avoids whole classes of pupils clustering around a computer screen and ensures all pupils can clearly see any actions which they will undertake later being demonstrated by their teacher. Classes visit the suite for one lesson per week and this allows a very good practical experience for all the pupils at the same time. This valuable, regular experience means that most pupils demonstrate an above-average confidence in the use of computers.
141. From Year 2 upwards pupils understand how to 'log on' to the system and are able to use the mouse accurately, highlighting and selecting icons and negotiating their selected way through menus with confidence.
142. In Key Stage 1, Year 1 pupils have used a number of paint programs to create patterns and pictures. They use the available selection of tools to add colour and use a simple word-processor to write captions for their paintings and to design the cover for a book. Year 2 pupils are able to

program a floor robot, with help, estimating how many lengths it will take to get to a certain point and programming this into the robot machine enabling it to travel to selected places accurately. They know how to clear the memory, how to instruct the machine to turn 90 degrees left or right and, with help, work out how to plan and enter instructions for moving in a square-shaped route.

143. In Key Stage 2, when using their skills in data-handling, pupils in Year 3/4 develop their understanding and use of information and communication technology to sort and store banks of information are accessing records on a spreadsheet. They confidently select the range of information required and, from the available fields, access information that answers the questions posed by the teachers at first and then by the pupils themselves. In a previous series of lessons, these pupils have created ideas for a school web-page, putting text and graphics (images taken with the school digital camera) together to provide information, changing the font type, size and colour, resizing the graphics and moving them around the page. In a previous lesson, pupils in Year 5 /6 classes have used a 'Logo' program to draw simple polygons, writing a procedure to do this and including it into another set of instructions to draw more complex patterns. Pupils 'log on' and 'log off' confidently and find and open the required program with ease. They are building up their knowledge and understanding of control and modelling by answering 'what if...' questions – specifically, 'What if you have to completely refurnish your bedroom?' and, given the size of the room and budget, are inserting this data into the program. They identify and use appropriate 'icons' for tools, adding fittings, changing colours, using the 'scroll bars' and 'menus', the colour palette and 'zoom' lens confidently.
144. In a lesson seen at Key Stage 1, the quality of learning was satisfactory and in Key Stage 2, the quality of learning ranged from good to very good and was good overall. Where learning was good or better, this was due to well-planned and well-resourced activities, which motivated the majority of pupils well. The quality of teaching in information technology lessons throughout the school ranges from very good to satisfactory and is good overall. Teachers have good classroom management skills and plan their lessons well. Where teaching was very good, in Key Stage 2, the teacher, when taking her own class and that of a colleague, had very good subject knowledge and motivated pupils very well because of her own enthusiasm. She maintained a very good pace throughout the lessons so that pupils made good or very good progress. Pupils' attitudes and behaviour in information and communication technology lessons range from satisfactory to very good. Most pupils respond well to the opportunities for regular practical experience provided by the information and communication technology suite. In the great majority of cases, pupils are keen to work with the computers, work together appropriately, persevering, taking turns, and working independently where required.
145. Very effective leadership of the subject by the subject-co-ordinator and the whole-school adoption of a government-recommended scheme of work for the subject has ensured that clear and steady progression in the key skills is now firmly in place through the whole school. In addition, the in-service training provided for all teachers has led to a significant improvement in teachers' confidence in the subject and, hence, the quality of teaching. Additional information technology equipment such as programmable 'floor turtles' and a digital camera are used effectively. There is good 'cross-curricular' use of information technology in, for example, English and mathematics lessons.

MUSIC

146. Four music lessons were observed during the inspection, three at Key Stage 1 and one at Key Stage 2. Further valuable evidence of pupils' attainment in the singing aspect of the music curriculum was obtained in the daily school assemblies and in choir practice; orchestra rehearsals provided further evidence of pupils' attainment in the performing aspect of the curriculum. Based on this evidence, pupils' attainment in music is above expectations at the end of both key stages and pupils make good progress in music as they move through the school.
147. In lessons observed in Key Stage 1, pupils in Year 1 and Year 2 are responding to music with body percussion – clapping and clicking their fingers in rhythm. They quickly and accurately

identify 'high' and 'low' notes, indicating which is which by the position of their fingers in the air and confidently follow simple notation, tapping out the pattern on chime bars, correctly identifying 'deliberate mistakes,' played by the teacher. They listen attentively, internalising and recalling sounds with a developing aural memory. In a Key Stage 1 singing lesson, a rehearsal for a 'Red Nose Day' assembly, pupils were seen to sing very enthusiastically and tunefully, joining in with hand and body actions. In the one lesson observed at Key Stage 2, pupils in Years 5 and 6 were engaged in a variety of musical activities. They combined performing, composing and appraising. They demonstrated above-average understanding of the pentatonic scale and the difference between the five notes of the pentatonic scale and the 'western' scale of eight notes. Every pupil in the school leans to play the ocarina. All pupils play the ocarina well, performing 'Who Built the Ark' together, following notation and demonstrating good control and rhythmical accuracy in their playing. When composing a melody for a dragon song, they create and develop their musical ideas and build their composing skills very well. They are well experienced at organising their musical ideas into structures, and in discussion comments were heard such as, 'We should start each line with the same note', 'We could reverse the line' and 'I'm in a gloomy mood so I'm choosing only low notes'. These examples, and others show above-average awareness of mood and confident and relaxed skills of composition. Pupils' singing in the school assemblies observed during the inspection was of a very good standard, appropriately tuneful, rhythmic and very enthusiastic.

148. The quality of pupils' learning in the lessons observed was at least good in Key Stage 1 and, in Key Stage 2, where only one lesson was observed, it was excellent. Pupils' attitudes and behaviour in music lessons were good overall at Key Stage 1 and were very good in Key Stage 2. Pupils enjoy their music lessons and most respond very well to their teacher's instructions. The quality of teaching in music lessons in Key Stage 1 lessons seen ranges from very good to satisfactory and is good overall. In Key Stage 2, teaching in the one lesson observed was exemplary and, since this teacher undertakes all music teaching in the key stage, teaching overall in Key Stage 2 is judged to be excellent. Where teaching was excellent, the teacher displayed very good subject knowledge and managed the large group of pupils superbly, making frequent changes to the activities to maintain and encourage pupils' interest and enthusiasm and motivated pupils very well with her own exuberance, musical ability and energy.
149. The high standards in music throughout the school are due, in large part, to the very enthusiastic and talented music co-ordinator. This teacher organises the school choir and orchestra, writing her own music for the pupils and takes all Key Stage 2 classes for music. In this way she ensures that the school is involved actively in a wide range of musical activities through the school year. In addition, the music co-ordinator ensures all pupils in Year 3 and 4 play the recorder and all pupils in Years 5 and 6 play in the 'Ocarina orchestra'. The co-ordinator also organises very well attended concerts in both the spring and summer terms. Christmas performances and carol services and performances of published school musicals as well as specially composed music by the co-ordinator and pupils all add to the high profile of music in the school.

PHYSICAL EDUCATION

150. In physical education, pupils of all abilities make good progress in both key stages. By the end of both key stages, the standard of their physical skills is better than that expected for pupils of this age. This shows an improvement on the findings in the last report where pupils' progress was described as that expected of them by the ages of seven and eleven. Standards are enhanced through the good leadership of the co-ordinator and the involvement of teams in a variety of sports, in a number of local competitions.
151. By the time they are seven, pupils increase their physical strength by balancing and carefully controlling their movements in a confined space. They demonstrate that they can move safely in different directions and stop quickly on a command from the teacher. Pupils develop confidence, co-operative skills and spatial awareness as they find imaginative ways to move such as pretending to be miners working in a coal mine. By watching the performance of others, they learn

to evaluate what they are doing and improve their own efforts. Pupils in Year 2 enjoy swimming lessons and by the end of the year the majority are able to swim at least 25 metres.

152. By the time they are eleven, pupils have refined the ways in which they can move in a confined space. They understand how to put movements together into a sequence. Gradually, they develop sequences to a high standard and can perform these, involving the use of large apparatus such as agility tables, benches and mats. Pupils evaluate their own performances by comparing what they do with demonstrations given by other members of the class. In all classes, pupils have a good understanding of safety and how to move apparatus with care. They appreciate the importance of warming up and cooling down when exercising. Apart from gymnastic activities, pupils learn dance routines such as the Flamenco, with concentration on hand and foot movements. Pupils are involved in other sporting activities such as football, netball, cross-country running, rounders, cricket and athletics at appropriate times of the year. Pupils in Year 6 go on a residential visit for a week where they take part in many outdoor activities including pony-trekking, canoeing, abseiling and caving.
153. Pupils enjoy their lessons and almost all try hard to achieve and perform well. They are willing to learn from one another and are happy to give demonstrations of their skills. Pupils are conscious of safety when moving around in the hall and realise the importance of listening to and following the teachers' instructions promptly.
154. The quality of teaching and learning is good. Lessons are carefully planned to build on what pupils know and can do. The sound range of resources is well organised and used effectively. Lessons move at a brisk pace and little time is wasted. The majority of teachers have good subject expertise. When necessary, some give appropriate demonstrations and handle pupils' responses very effectively. This gives the pupils a clear idea of performance techniques and enables them to improve their skills. Relationships with pupils are good and this enables teachers to manage their classes easily and effectively. All lessons provide opportunities for pupils to extend their health and fitness. Pupils with special educational needs make good progress.
155. The co-ordinator has clear objectives for the subject and has developed the curriculum well, with planning based, in part, on national guidelines. She is very enthusiastic, supports colleagues well and takes every opportunity to promote the subject within the school. With the continued development of links with sporting organisations in the locality, the co-ordinator has been able to arrange for a number of professional coaches to come along and help pupils. This enterprising venture and the school's general ethos of fair play and team spirit in games and outdoor activities, means that physical education makes a very good contribution to pupils' social and moral development.

RELIGIOUS EDUCATION

156. At the end of both key stages, attainment in religious education is similar to that of that found in most schools nationally and fully complies with the requirements of the local agreed syllabus. There is a considerable element of religious education within assemblies, properly distinguished from the act of collective worship. Good teaching demonstrated during these sessions, using a wide range of skills, is a model for other teachers. There is very good use of story telling, questioning and choices of music, literature and other resources that reflect the interests of all the pupils.
157. The teaching in both key stages is never less than satisfactory and there was an example of excellent teaching about the life and work of Saint Francis observed at Key Stage 1. The teaching about Hinduism and Judaism is good but the teachers' knowledge of Christianity and different practice within that faith is of a very high order. All teachers prepare well create a suitable classroom atmosphere and gain pupils' interests. Their subject knowledge is good and the positive learning climate within the school and the very good relationships between teachers and pupils encourages pupils to be honest about their feelings, which supports their spiritual and moral development. Teachers confidently lead good quality class discussions and these reinforce pupils' speaking and listening skills. The use of circle time in some year groups, where pupils sit quietly

only speaking when they hold the toy or artefact that is passed round, is well designed to extend pupils' thinking, enhance their ability to reflect on their experiences and deepen their understanding of themselves and others.

158. At both key stages pupils make good progress in developing their awareness of different religious practices. Pupils learn about the symbols used in various faiths to support the message about their differing beliefs. They know about the significant religious places for Christians, Jews and Hindus building upon their prior attainment and understanding. By the end of Key Stage1, the younger pupils reflect on the story elements and contribute well to the discussions of ideas and themes. Within the theme of 'Caring', for example, pupils show a good understanding of the influence of behaviour, values and attitudes to others as when preparing to contribute to comic relief.
159. Within Key Stage 2, the pupils elaborate their thinking and effectively compare similarities and differences between the working practices and rules of different faiths. They engage in mature reflection and sensitive discussions. Pupils describe their visit to a Quaker meeting house with simplicity and reverence and display a sensitivity to the custom of 'waiting on the Lord' that is very mature for their age. Pupils of all ages demonstrate a good grasp of the implications of the Christian faith for everyday relationships and attitudes to life. Pupils at both key stages know many parables from a range of faiths and understand how these old stories carry a message for people of today, whatever their personal faith.
160. Pupils respond well to this subject. Within Key Stage1 the pupils show considerable enthusiasm for story elements, clearly enjoy dramatisation and show increased capability in co-operating with others. Pupils at Key Stage 2 take a serious attitude to expressing their feelings in relation to their life and religious experiences. In their written work, the great majority of pupils show careful thought and interest.
161. The co-ordinator evaluates planning and completed work very carefully and makes sure that the subject is maintained diligently and that it maintains its high profile position within the curriculum. The subject benefits from good co-operation between teachers in both key stages and the curriculum policy and guidelines. Regular visits to the school by ordained clergy from local churches provides good support. Resources are appropriate and are used effectively. Pupils enjoy a range of visits to local churches, and other worship centres which are planned carefully and which take place regularly. Religious education is planned to support, develop and complement the themes incorporated in collective worship. The subject, alongside worship and reflection in assembly, effectively supports pupils' spiritual, moral, social and cultural development.