

INSPECTION REPORT

**IMMACULATE HEART of MARY CATHOLIC
PRIMARY SCHOOL**

Leeds

LEA area: Leeds

Unique reference number: 108035

Headteacher: Mr S Dudgeon

Reporting inspector: Mrs Rajinder Harrison
18059

Dates of inspection: 20th - 23rd May 2002

Inspection number: 244984

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior school
School category:	Voluntary Aided
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	292 Harrogate Road Leeds West Yorkshire
Postcode:	LS17 6SX
Telephone number:	0113 2930294
Fax number:	0113 2930295
Appropriate authority:	The Governing Body
Name of chair of governors:	Rev Michael Leahy
Date of previous inspection:	4 th - 11 th March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18059	Rajinder Harrison	Registered inspector		What sort of school is it? How high are standards? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve?
19361	Keith Ross	Lay inspector		Links with the community and partner institutions. How well does the school work in partnership with parents?
31801	Yvonne Bacchetta	Team inspector	Mathematics, Art	Pupils' attitudes, values and personal development.
29688	Mike Brammer	Team inspector	Geography, Music	How good are curricular and other opportunities?
11402	Tom Gorman	Team inspector	Equal opportunities English, History	
20003	Suzi Metcalf	Team inspector	The Foundation Stage Special educational needs, ICT	
24052	Trevor Taylor	Team inspector	Science, Design and technology, Physical education	How well does the school care for its pupils?

The inspection contractor was:

Evenlode Associates Ltd
6 Abbey Close
Alcester
Warwickshire
B49 5QW

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Immaculate Heart of Mary Catholic Primary School, with 425 pupils, is larger than average in size for a primary school. The pupils come from the local parish in the Moortown area of Leeds. The school is popular and regularly oversubscribed. Social circumstances are above average overall. All pupils are from Roman Catholic families and 3.5% are eligible for free school meals; this is below the national average. There are no pupils who speak English as an additional language. The percentage of pupils with special educational needs at 15.5% is below average. Three of these pupils have statements of special educational need and this is below average. Children start in the reception class in the school year following their fourth birthday. Few people move in or out of the locality, so few pupils join the school other than at the start of the Foundation Stage and few leave other than to transfer to secondary education. Attainment of pupils on entry to the school is above that expected of pupils of their age.

HOW GOOD THE SCHOOL IS

Immaculate Heart of Mary is a very good school. Governors have worked hard to lead the school through some difficult times in the recent past. The school's strong family values, reflected excellently through its day-to-day work, enable all pupils to achieve very well. The very good leadership of the headteacher, the high level of commitment and dedication of all the staff, and very good support from the school community as a whole, contribute to the school's continued success. Relationships throughout the school are very good, and pupils' attitudes to learning are excellent. Very good teaching contributes to the high standards pupils attain by the time they are eleven years old. The school gives very good value for money.

What the school does well

- Standards are very good. Pupils perform very well in the national assessments and tests in English, mathematics and science. Their attitudes to learning are excellent, and pupils of all abilities make very good progress.
- The overall excellent provision for pupils' spiritual, moral, social and cultural development; results in their personal development being extremely good; pupils learn very effectively in an environment where relationships are very secure, where people show respect for each other's views and feelings and where they feel loved and valued.
- The overall quality of teaching is very good. Very good assessment procedures, especially in core subjects, are used effectively to provide pupils with challenging and well-planned activities that extend learning.
- The school provides a good range of activities to support pupils' learning; provision for children in the Foundation Stage is very good; provision for pupils with statements of special educational needs is excellent, reinforcing the high commitment the school has to all its pupils.
- Very good leadership from the headteacher and key staff results in highly effective teamwork, whereby all members of the school community play a valuable part in ensuring the school's continued very good improvement. Governors ensure the school's resources are maximised to give very good value.
- The school works extremely well in partnership with parents and carers to involve them in their children's learning. Parents make an excellent contribution to the work of the school.

What could be improved

- The monitoring and evaluation of teaching, learning and standards in all subjects to match that found in English, mathematics, science and information and communication technology (ICT).
- The health and safety issues identified during the inspection.
- Links with partner institutions and people from other communities.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was last inspected in March 1996, significant effort has gone into addressing the key issues identified in the previous report, and into maintaining the identified strengths of the school. Overall, improvement has been very good and the school is well placed to improve further.

Teaching has improved significantly and is now very good overall. Procedures for assessing and monitoring pupils' progress and attainment are thorough, especially for English, mathematics, science and ICT. This means teachers consistently provide learning activities that challenge all pupils, whatever their level of prior attainment, thus raising standards further. Provision for pupils with special educational needs is good overall, and is excellent for pupils having statements. Pupils have good opportunities for independent work, and they frequently work on projects of their own choosing. Effective work schemes guide teachers' planning in all subjects. All teachers have taken up appropriate training to help deliver the curriculum well. Provision for children under five is very good and they make a good start at the school. Because children feel cared for and valued, they have extremely positive attitudes to learning. Overall, provision for their personal development is excellent. Governors provide good support in overseeing curriculum development and are regular visitors in classrooms. However, some health and safety issues identified in the last inspection have not been fully addressed.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A*	A	C
Mathematics	A	A	A	B
Science	A	A	D	E

Key	
Top 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Since 1999, standards have improved steadily, improvement being broadly in line with the national trends. National Curriculum Test results are generally well above schools nationally, although the results fell in 2001 due to extenuating circumstances. By the time pupils leave the school, at the age of 11, standards are generally well above average in English, mathematics and science. Results are generally above average when compared with schools where a similar percentage of pupils are eligible for free school meals. Inspection evidence confirms these results.

Children under five enter school with attainment overall being above average. They make very good progress in the Foundation Stage and standards are above average in all areas of learning when they enter Year 1. Progress is very good throughout Years 1 and 2, and standards for a significant majority of pupils are very high by the age of seven. The vast majority of pupils continue to make very good progress from Years 3 to 6 and by the time they leave school their attainment is well above average. These significant gains stem directly from teaching that is generally very good, and from the very detailed assessment and monitoring procedures. Targets are continually set and reviewed for individual pupils, groups and classes and the whole school. The information gained through careful analysis of all assessment data allows the school to set ambitious but achievable targets for many pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are very happy at school and enthusiastic about their work.
Behaviour, in and out of classrooms	Very good. Pupils are courteous and show respect at all times. Staff and parents have high expectations of good behaviour and all pupils respond well.
Personal development and relationships	Relationships within the school are very good. Pupils and adults show great care and kindness towards each other and are mindful of the needs of others. Pupils' personal development is excellent.

Attendance	Very good overall.
------------	--------------------

Pupils' attitudes, behaviour, personal development and relationships provide compelling day-to-day evidence of the school's success in fulfilling its aims and values. Pupils are very proud of their school.

TEACHING AND LEARNING

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

Ninety-three lessons were observed during the inspection. Teaching is very good overall, and was satisfactory or better in 98% of these lessons. This is a significant improvement since the last inspection when teaching was judged as good overall. Ten of the lessons seen were satisfactory, 44 were good, 29 were very good and eight were excellent. Excellent and very good teaching was seen throughout the school across a range of subjects. In these lessons, pupils were totally immersed in their learning, captivated by excellent presentations, and kept fully involved by very lively opportunities to ask and answer questions. This level of very good teaching contributes effectively to the very good standards pupils achieve.

The teaching of English and mathematics is very good. Basic skills of literacy and numeracy and ICT are taught very effectively and pupils apply these confidently across all subject areas. Teachers' very good subject knowledge, good planning and very thorough assessment strategies enable them to meet the needs of all pupils effectively. The school also maximises the high commitment and expertise of support staff and volunteers who work with pupils across the ability range. In lessons where teaching is not of such high quality, progress is still generally good, because pupils are keen to learn and please their teachers. In these lessons, teachers' planning lacks pace and challenge, and sometimes the higher attaining pupils do not make progress that matches their ability. In the two lessons judged as unsatisfactory, insufficient structure and guidance in the planning resulted in pupils being unclear about what they had to do, and work was not matched well to the needs of the majority.

Pupils' learning is very good overall. They work hard and try their best to meet their teachers' and their own high expectations. They are generally very clear about the achievement targets that are set and are regularly reminded to check their work against these expectations. Pupils of all ages and abilities are confident learners and are quick to respond to positive acknowledgement of their hard work and effort. When not certain of how to proceed they are happy to seek help. They generally listen very attentively to presentations from staff and appreciate any support offered. When helping peers to achieve to the best of their ability, they show a very caring approach, copying well the very good role models provided by, adults around them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Children under five experience a very wide range of learning opportunities. Visits to places of interest and visitors to the school enrich learning very effectively. Pupils of all abilities are encouraged to participate in the very good extra-curricular provision.
Provision for pupils with special educational needs	Good overall and excellent for pupils with statements. Early identification of special needs enables staff to set targets and plan appropriately. Progress is monitored carefully. The school works in close partnership with parents and other agencies to ensure the right help is provided to support each child with appropriate sensitivity.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Provision for pupils' personal development is excellent and is implicit within the day-to-day work of the school. Provision for their spiritual, moral and social development is excellent. Provision for their cultural development is good. The church plays a significant role in the life of the school and its community, and all adults act as very positive role models. Relationships

	throughout the school are very good.
How well the school cares for its pupils	The school takes good care of its pupils. Very good assessment procedures are being used consistently by all staff to ensure work matches individual needs effectively. Aspects of health and safety need urgent attention.

The school has very good relationships with parents. Parents make an excellent contribution to the work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and key staff are fully committed to the school's continued development. They lead a very effective team and everyone's contribution is highly valued. The school is well placed to extend the role of all subject co-ordinators to raise standards further.
How well the governors fulfil their responsibilities	Good support from the governors enables them to understand the school's strengths and areas for development well. They are very proud of the school, sharing the strong commitment to make improvements that benefit all pupils. They work in close partnership with staff, pupils, parents and others in the school community. They acknowledge the need to address the health and safety issues raised.
The school's evaluation of its performance	Effective evaluation of test results and other information are used to monitor progress and identify areas for development. The school is fully aware of what needs to be done to sustain its high performance.
The strategic use of resources	The school maximises its resources well to ensure it achieves 'best value' in its work. Spending is targeted carefully to improve the school environment and develop the curriculum. Excellent use is made of specific grants. Staffing, learning resources and accommodation are very good. The building is immaculately maintained. Support staff make a very valuable contribution to pupils' learning. The school gives very good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • Pupils behave well and take good care of each other. • The school is led and managed well. • The school is successful in enabling children to become mature and responsible. • Teaching is good and the school expects children to work hard and do their best. • Staff are very approachable and readily available to discuss concerns. • The school works very closely with parents. 	<ul style="list-style-type: none"> • The range and availability of activities that the school provides outside lessons.

The inspection team fully endorses the parents' positive views. The school provides a very good range of activities for pupils in the junior classes and, whilst there are fewer opportunities for pupils in the infants, this is similar to other schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils achieve very well throughout the school and many attain generally high standards in English, mathematics and science in the National Curriculum Tests and assessments. Since the previous inspection, the school has maintained steady improvement in line with the national trend. The school places important emphasis on ensuring the effective integration of pupils of all abilities. Pupils with special educational needs are identified early and great care is taken to support each pupil appropriately. Individual education plans for pupils with special educational needs, and careful target setting for every pupil throughout the school, ensure the vast majority of pupils make very good progress. Higher attaining pupils are challenged well in most lessons and a good number achieved the higher level 5 in all three subjects in 2001. The overall results showed a decline in that year, although standards prior to that had shown a steady improvement. Standards in all three subjects have been maintained since the previous inspection. This sustained level of achievement reflects the school's good procedures for planning, and the very good teaching and assessment procedures.
2. Attainment on entry to the Foundation Stage is above average expectations overall. The children make very good progress in the reception classes in all of the areas of learning. Their progress is very good in communication and literacy skills and personal and social development. By the time they enter Year 1, the vast majority achieve above average attainment in the nationally recommended early learning goals. The most able children know many initial sounds and read key words confidently. A good number are working effectively at the early stages of Year 1 reading, writing and numeracy activities. Many recognise and write numbers up to a hundred, and complete words and simple sentences in their writing. Children with specific learning needs are identified very early on and sensitive support is provided to ensure they make the same very good progress as their peers.
3. In Years 1 and 2, the standards achieved by seven-year-olds are generally very high in English, mathematics and science. Literacy and numeracy skills are developed step by step, at a very good pace. With continued review of each pupil's progress, targets, specific to each pupil, are set to ensure challenge matches capability. Pupils are confident learners in these areas and apply their prior knowledge and understanding to new learning well. Many enjoy the competitive elements of rote learning, for example tables and spelling, and are happy to check their learning through regular assessments and rapid-fire questioning that teachers apply in their presentations at the start and end of lessons.
4. By the end of Year 2, pupils read and write confidently, composing good coherent sentences using simple punctuation accurately. Listening skills are of a high standard and pupils are encouraged to express ideas and offer suggestions in the shared class activities. Pupils' speaking skills are generally good. They particularly enjoy classroom challenges, presented for example, in mental mathematics or discussion time, where every child is expected to contribute. Pupils who are less confident; are encouraged gently by staff and peers. The school's approach to reading includes regular practice in school and at home. There is consistent development of pupils' ability to build words and many opportunities to enjoy books. Volunteers provide additional valuable support by listening to pupils regularly, and helping those who need extra attention. Pupils acquire a good range of writing skills, which they extend to other subjects, for example, writing accounts in history; and reporting on investigations in science. They learn ICT skills enthusiastically, and enjoy using, for example, paint programs. These activities enable them to practise their use of desk-top tools.

5. By the end of Year 6, standards in English are well above average with nearly half the pupils achieving the higher level 5. The very good progress seen in the infants is successfully sustained. In all the junior classes, teachers' and pupils' expectations remain high. By the age of eleven, pupils have well above average reading skills and many read with fluency and expression. Pupils read confidently, drawing relevant information from texts to support their ideas, for example, when describing the feelings and emotions the characters might display when they explored 'cliff-hangers', in a lesson in Year 5. Their skills in reading are used effectively to research topics and discover different viewpoints, for example, when reflecting on resource material on the World War II topic in Year 6. The pupils use a wide vocabulary in their factual accounts and their story telling. Good attention is generally given to presentation and handwriting, although, sometimes, a few pupils 'forget' to do their best work because they become wrapped up rushing to produce quantity. The very effective implementation of the literacy strategy has supported the development of English throughout the school. Regular use of ICT enables pupils to research topics they are studying, and this allows them to extend their vocabulary, and format specific work in different styles.
6. Standards in mathematics are very high by the end of Year 2 and well above average at the end of Year 6. The school has implemented the numeracy strategy very effectively. Teachers feel standards in mental mathematics, three-dimensional shape and problem solving are particularly good, and pupils enjoy the challenges they are presented with in class-work and homework. They acquire a good understanding of the key processes they need to apply in various contexts and take care to work answers out accurately and with reasonable explanations. By the end of Year 2, the vast majority of pupils handle number operations very confidently, and have a well above average competence with their tables. These skills continue to develop well, as pupils move through to Year 6. Good use is made of number skills and data processing in design and technology and science. The use of ICT to support data handling and recording has improved significantly since the last inspection, and attention is being given to extend use of this facility.
7. Standards in science are also very high by the time pupils reach the end of Year 2 and they are generally well above average at the end of Year 6. The revised work scheme places greater emphasis on teaching skills, not just facts, and pupils apply prior knowledge well to new situations. They are challenged to think and reason their ideas and offer explanations for their answers. These high expectations support learning very effectively. For example, in the lesson in Year 6 exploring how fish are adapted to their environment, pupils were asked to identify features they thought showed effective adaptations. In this lesson, pupils found the task exciting and became totally immersed in exploring the fish they had to observe. It was evident most had not observed or handled fish at such close quarters, and learning in this lesson was very effective. Similarly, in a lesson in Year 3, pupils discovered properties of materials that are 'translucent, transparent and opaque' by exploring various materials and drawing their conclusions from the observations they make. Use of ICT supports teaching effectively and pupils carry out recording and research tasks using computers, competently.
8. Standards in all other subjects are at least satisfactory, and examples of very good work were seen in many of the subjects observed. The minor weaknesses in the geography curriculum in the junior classes fail to address aspects of European studies. Although pupils develop sound geography skills, their overall attainment at the end of Year 6 is below expectations. Standards in history are in line with what is expected for pupils' aged eleven years. For pupils aged seven, standards are above expectations for the majority of pupils. Standards of work pupils achieve in ICT is above that normally seen. The school has made very good in-roads in developing ICT provision and teachers' knowledge and understanding. Further work is in hand to ensure ICT becomes an effective resource across the curriculum. The subject has benefited from effective leadership in the recent past and the monitoring of teaching and learning has been valuable in raising standards.

9. Standards in art and design are above average expectations at the end of Year 2 and they are very good at the end of Year 6. Pupils are taught appropriate skills in a very creative and structured way and teachers take positive action to identify what pupils can do well, and where they need extra help. They clearly learn to develop patience and persistence, as reflected in some very high quality art work, for example, the 'Van Gogh's sunflowers' in the Foundation Stage, 'O'Keefe's Poppies' in the Year 2 class, and the Christmas card scenes in Year 6. Here, pupils had clearly taken time to work carefully, paying extra-ordinary attention to detail, producing some very striking results. Work to illustrate poetry and literary critiques is also carried out very effectively, to enhance pupils' writing. Effective use of art and design computer programs and opportunities for pupils to view the work of many artists develops pupils' cultural awareness very effectively. Displays enrich pupils' learning environment very strikingly, and pupils talk about their work with pride and enthusiasm. Standards are generally above expectations in design and technology and effective links are made with the work pupils do in art. Pupils clearly enjoy exploring materials, designing projects, and making things they view with pride. The 'pop-up and pull-out' books produced by pupils in Year 6 are of a very high standard, and the design process extremely well thought out for maximum impact.
10. Standards in music are good overall. Pupils make good progress in performance skills, and their singing is tuneful and melodic, because they enjoy it and try hard to do well. Excellent support from visiting teachers enhances the music provision in the school. The school has made a very valuable staffing investment by providing this additional high quality resource. Standards pupils achieve in physical education are generally good at the end of Year 2 and satisfactory at the end of Year 6. Some aspects of the subject are very well developed, for example, swimming, ball skills and games. Less attention has been given to gymnastics to bring this in line with pupils' capabilities.
11. Subject co-ordinators have put appropriate time into developing subjects, refining previous work, and building in any new requirements well. The school has, quite appropriately, put important emphasis on developing English, mathematics, science and ICT to ensure standards in these are raised. In these subjects, co-ordinators regularly monitor planning, teaching and learning, supporting improvements for individual groups where necessary. Very detailed assessment procedures and regular moderation of pupils' work highlight what pupils know and what they need to do next to improve. This level of detailed analysis is exemplary and the school is well placed to apply this good practice to other subject areas, to ensure pupils' achievements match those found in English, mathematics, and science.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to learning and school life are excellent throughout the school. Their excellent personal development and quality of relationships reflect the high regard pupils have for each other and all members of the school community. Senior teachers, through all the changes in leadership, have maintained these high standards since the previous inspection.
13. Due to the high priority put on developing pupils' spiritual, emotional, moral and social development from the time children start school, they settle in quickly and become confident in expressing opinions and making appropriate contributions to lessons. Pupils feel secure and are very enthusiastic about coming to school, they 'love everything'. They appreciate their teachers greatly and value highly the wide range of activities and learning experiences the school provides. In all lessons, pupils listen carefully to each other and to teaching instructions and explanations. Young pupils are enthralled in literacy lessons. Because of the excellent relationships in classes, all pupils are eager to share ideas. They enjoy 'lively' teaching and make impressive creative and intellectual effort. For example, seven year old pupils almost 'bounce' off their seats in their keenness to respond to mathematical challenges. Pupils are highly motivated to learn in the purposeful working atmosphere generated in the school, often demonstrating dismay when lessons come to an end. Their independent learning skills develop well, as they undertake independent

research or voluntarily projects at home, for example, in mathematics and art. Extra curricular activities are very popular and supported enthusiastically by both boys and girls.

14. Behaviour, even when unsupervised, is always very good as pupils strive to meet their own and their teachers' high expectations of behaviour. When waiting for music club to start, pupils act responsibly by continuing to practise their musical repertoire. During playtimes, pupils show kindness to each other and readily resolve small conflicts by listening to differing points of view, sometimes persuaded by the gentle interventions of teachers or other staff. Their acceptance of others is helped by weekly targets such as 'I give people time, especially when I'm struggling to accept them'. They collaborate well in lessons and their very good behaviour impacts favourably on the quality of their learning. Because pupils value the attractive, clean and tidy environment of the school, they ensure they play their part in keeping it thus and collect litter, for example, unprompted. They appreciate the attractive colourful visual displays and talk enthusiastically about how they developed the different pieces of work. The pride they show in their efforts indicates a willingness to be guided in their learning, always thrilled that others acknowledge their hard work.
15. Pupils' personal development and relationships in the school are excellent. Relationships are based upon mutual respect and because teachers are sensitive to pupils' needs they are confident in sharing their thoughts and grow in an atmosphere which inspires and affirms their all-round development. Older pupils have a mature attitude. They take on responsibilities enthusiastically and delight in opportunities to use their initiative. For example, they design books and games for younger pupils or each other. They make a very effective contribution to the daily routines in the school. They develop good decision-making skills firmly based on high moral principles. For example, they expound the benefits of healthy living informatively, an aspect re-enforced regularly in the school. They have a deep awareness of the feelings of others and are keen to help pupils who have learning or physical disabilities because they themselves are surrounded by kindness and a caring environment. Pupils are proud of their achievements and respond well to merit awards, keen to ensure their team comes out in front, thus demonstrating their commitments to others. They have a sense of their cultural awareness as they experience new and creative ideas through their work in art and music and from their understanding of how children lived during the last war, for example. They have regard for people of other races and cultures and say they 'accept and treasure people for what they are' which stems from their understanding of the work of world figures such as Martin Luther King and Ghandi.
16. Attendance is well above the national average and pupils' punctuality is very good. All pupils attend school regularly, and their overall eagerness to be at school has a very positive impact on their learning and personal development.

HOW WELL ARE PUPILS TAUGHT?

17. The overall quality of teaching has improved significantly since the previous inspection and is now very good. Ninety-three lessons were seen during the inspection of which 29 were very good, 44 were good, and 10 satisfactory. Two lessons were judged as unsatisfactory because teachers' planning did not clearly identify what pupils were to achieve and expectations were too high for the majority and failed to sustain their interest. Very good lessons were seen across the school and eight excellent lessons were seen in a range of subjects. This marked improvement in teaching is due largely to the continued commitment to hard work by all staff in the school. They are keen to help pupils achieve the very best they can, and pupils appreciate all that the school does for them by responding very positively at all times.
18. Pupils with special educational needs are supported sensitively by learning assistants and volunteers who are extremely well informed and very well deployed. The help they receive ensures these pupils make very good progress. The few pupils who have statements of special

educational needs receive excellent help in achieving the very clear learning targets identified by the special needs co-ordinator and other colleagues. The hard work and effort these pupils make is always celebrated by peers, demonstrating further the affection everyone has for each other. This level of care and attention afforded to all pupils is highly commendable.

19. The teaching of English and mathematics is very good and the key skills of literacy, numeracy and ICT are taught very well. Writing skills are being deployed well across the subjects. The rapid pace at which number skills are developed in the infant classes, enables pupils to handle the four mathematical operations of addition, subtraction, division and multiplication very confidently as they move on to higher level mathematics. Pupils regularly practise the ICT skills they acquire through some very effective teaching.
20. Since the last inspection, work schemes have been reviewed in line with new guidelines and teachers' planning is very thorough, paying due attention to the development of skills as well as ensuring knowledge and understanding develop well. The very minor weaknesses in the geography curriculum are acknowledged as an area for improvement. In the majority of lessons, it is clear what is being taught and learning targets are clearly shared with pupils of differing abilities. Pupils generally understand what they are learning and why. Through skilful questioning, they are encouraged to think about what they already know and are helped to build on this prior knowledge. For example, in a science lesson in Year 4, pupils explained very clearly how to investigate the differences between melting and dissolving processes. The teacher challenged them by asking for detailed reasons for their ideas, and because the activity was presented in a lively, interactive manner, pupils were confident and enthusiastic in their responses. In a numeracy lesson in Year 2, the teacher's very high expectations, extremely positive use of praise and encouragement and clear enthusiasm for the task in hand, resulted in a lesson where pupils thoroughly enjoyed the success they all achieved. Effective use of ICT applications prevail across the schemes of work and make learning more 'joined up' for pupils. For example, pupils in Year 6 have spent time researching what young pupils in the school enjoy reading. They have used this information to compose stories illustrated with high quality art and graphics incorporating 3-dimensional 'pop-ups and pull-outs'. The 'books', published using desk-top skills, are of an incredibly high standard, both in terms of literary content and 'professional' production. These publications are presented to pupils in the younger classes, taking pride of place in their library. Because pupils see this project as a continuum, they make better sense of the wide range of skills they have to apply for maximum impact. In a number of instances, teachers plan units of work that complement each other well, thus maximising the time available for each subject. They recognise this as a useful strategy to take the curriculum forward more creatively.
21. Throughout the school, teachers ensure lessons are interesting, involve all pupils appropriately and every child is made aware of the expectations placed upon them to work hard. This is not to say lessons are not 'fun'; teachers take great care to plan for a good range of tasks and activities, explaining these clearly, and ensuring resources and support staff are generally deployed to maximum effect. For example, in a very energetic music lesson for children in the Foundation Stage, the teacher and support assistant acted as excellent role models to help children perform effectively as 'witches and robots'. In the two lessons judged to be unsatisfactory, pupils were presented with tasks they did not fully understand, or could not complete successfully in the time allocated. Pace of lessons is generally good, and because teachers are generally confident in what they are teaching, the strategies they use are very effective. For example, appropriate time is given for pupils to work in pairs and groups to share thinking time and discuss things. At the end of most lessons, teachers clarify whether learning targets have been met successfully, by asking pupils questions to explain what they have learnt. In some lessons, teachers use this time to set the scene for the next stage of learning pupils will be moving on to, and this provides pupils with a very good context for what they are asked to do.
22. Pupils' learning is generally very good. Teachers place good emphasis on developing pupils' thinking and organisational skills. Children in the Reception Classes are encouraged to organise

themselves and get on with the activities provided, sensibly and efficiently. By the time pupils reach Year 6, they are expected to plan their own time in which to complete tasks, and work with others where appropriate, for example, in art and design, and design and technology lessons, where resources need to be shared. The projects pupils sometimes take on require them to work with others in order to produce work of a high standard. Because relationships are very good, most pupils have no difficulties working together, and seeking help from each other and from adults when appropriate. Very good behaviour and genuine enthusiasm for learning, inspired by some very good teaching, help pupils remain highly motivated. They enjoy being praised, and show respect for each other by listening to everyone's views. When given opportunities to work independently or in unsupervised groups, they settle very quickly to work, and take every care to not disturb others. Pupils are keen to learn and take every opportunity offered to do their best. For example, a good number attend the art club, many learn to play musical instruments and many take part in the wide range of sporting activities. These opportunities effectively support their achievements in these curriculum areas. Because staff and volunteers give willingly of their time, pupils appreciate the interest taken to help them improve.

23. Support staff and volunteers from the local community are invaluable in supporting pupils of all abilities, and the school makes very effective use of any help available. Classroom assistants work hard with every pupil in their care, helping them to enjoy learning and achieve well. Teachers ensure clear guidance and support is given to all adults who help, about the targets each pupil is to achieve. Teachers provide very good opportunities for pupils to carry out independent research and work at home. Parents support their children's learning very effectively, appreciating well the value of good education.
24. The very good assessment procedures and constructive marking of pupils' work in books inform teachers' day-to-day planning. Procedures are applied consistently across the infant and junior classes. Teachers gather relevant and helpful data to monitor every pupil's progress. Targets set for English and mathematics are reviewed each half term. Assessment information in other areas is also compiled regularly. This regular analysis identifies areas in which pupils need more support to reach their targets. Because these procedures are applied across the school, and because teachers also know their pupils well, every pupil is given the help they need. Standards are being raised because a clear picture builds up of pupils' achievements, and of curriculum areas where more work is required to improve teaching and learning.

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

25. The school provides a good curriculum that is broad and balanced and meets statutory requirements. This reflects the position at the time of the last inspection. Strengths of the curriculum are its relevance and the additional units of work that are included to help pupils to prepare for transfer to secondary school. These additional units are put into practice in the weeks following the National Curriculum Assessments and Tests in May. All subjects in the National curriculum are included and there is a programme of personal, social, citizenship and health education (PSCHE). The school uses the 'Here I Am' scheme that ensures a range of PSCHE issues are addressed very effectively. The governing body has decided that specific provision for sex education is the responsibility of the home rather than the school, and parents are made fully aware of this. In most respects, a suitable balance has been achieved within subjects. Teachers often make good links between subjects. More careful formal planning of such 'joined-up' teaching would raise standards further. For example, more practice in data handling could be delivered using the recordings made during investigations in science.
26. Pupils with special educational needs have access to the full curriculum, including extra curricular activities. When withdrawn for extra support it is usually for English. Besides the class targets, pupils also have specific targets in their individual educational plans. Class assistants also

withdraw pupils from lessons to address these needs as necessary. The provision for pupils with special educational needs is very good in the core subjects of literacy and numeracy as well as personal, social and health education and good for other curriculum areas. The provision for gifted and more able pupils is more limited, being restricted to support to develop their literacy skills on a once a week basis for those identified by their class teachers. Pupils having other gifts and talents have not yet been identified.

27. Both the National Literacy Strategy and the National Numeracy Strategy have been introduced successfully. They have been effective in raising standards. Good teamwork between class teachers and class assistants is a feature of many lessons. Higher attaining pupils are supported within the classroom and some lower attaining pupils are withdrawn for additional literacy support.
28. All subjects, other than art and design and geography, have an appropriate scheme of work. This omission, however, does not affect standards in art and design. Standards in geography are below what is expected nationally because not all aspects of Curriculum 2000 have yet been addressed. The school recognises this is an area for improvement. The school makes good use of a variety of support materials including national guidelines. Teachers plan work together and the planning is monitored effectively by the subject leaders and the co-ordinators for the infant and junior classes.
29. There is a very good range of extra-curricular activities that enhance pupils' attainment and experience, particularly in music and physical education. Musical activities include instrumental tuition from very good peripatetic teachers, a very keen school choir and pupils' participation in major concerts. The school has teams for athletics, cross country running, football, rugby, netball and tennis. There is a lively French club and a cross-stitch club. The school makes effective use of residential and day visits. Visitors to the school include musicians and theatre groups. Such events contribute well to the pupils' understanding and awareness of life and work outside the school.
30. The school has strong links with the community, including the church. Pupils regularly visit places of interest, including a Victorian schoolroom and Skelton Grange environmental centre. Visitors to school include a wide range of public service providers and many parent helpers, all of whom add to the richness of the learning experiences presented to pupils. Sports links include Yorkshire Cricket Club, Leeds United Football Club and Leeds Rhinos Rugby League Club. Players regularly help pupils improve their sporting skills and encourage a healthy interest in physical education. Links with the partner institutions are good, but there is the potential to develop these further, along with links with a wider range of community groups.

Spiritual, Moral, Social and Cultural Development

31. The school's provision for the spiritual, moral and social development of pupils is excellent. The spiritual development of pupils in the Catholic tradition is supported through a well-planned programme of instruction and through the consistent emphasis given in the daily life of the school to spiritual issues and values. Pupils are given numerous insights into Christian beliefs and values and, from the beginning of their schooling, they have many opportunities to reflect on their experiences in a way that develops spiritual awareness and self-knowledge. Every day they are given opportunities to pray and reflect, as they consider a range of feelings and views. Pupils also have opportunities to study aspects of other belief systems, particularly those relating to Judaism and Islam. They develop a clear understanding of who they are and of the purpose of their existence. Through a well-planned programme of assemblies, they have opportunities to learn more about their beliefs and of the expectations of moral conduct that result from these. The planning documents used by teachers now include reference to the spiritual and moral implications of what is learnt and this is an improvement on the situation at the time of the last inspection. In lessons, the spiritual implications of what is taught are also given due attention. For example, in a history lesson focusing on Remembrance Sunday, pupils recorded information about feelings and

emotions of those attending services and, in doing so, showed empathy and understanding of those who are affected by the death of those they love.

32. Pupils of all ages have a very good understanding of the differences between right and wrong, particularly with reference to their own behaviour and the impact of their actions on others. They are taught very well to develop self-control and to act responsibly, for example, in getting down to work quickly and independently when they first come into class. They are encouraged to develop personal values that derive from the words and example of Jesus and his disciples. Teachers provide very good role models. They have clear and high expectations of work and behaviour, while being helpful and approachable to pupils, always appreciative of the efforts they make. In this context, pupils learn to understand the principles that underpin acceptable behaviour and how to develop a respect for others' needs. Many pupils are involved in initiatives to support a variety of charities that provide assistance to needy people at home and abroad. The school encourages pupils to think about the difficulties and feelings of others who may be experiencing problems that affect their behaviour. For example, during the week of inspection, the pupils were thinking about the statement linked to the PHSCE programme: "I give people time, especially when I'm struggling to accept them".
33. The school's provision for the social development of pupils is also excellent. They are encouraged to work harmoniously with others, in pairs or groups, from an early age. Older pupils are encouraged to take care of younger ones and all pupils show consideration for pupils with special needs. They are given opportunities to exercise responsibility, as prefects and in other situations. More experienced 'prefects' co-ordinate activities and consult with the senior management team. The quality of the relationships between staff and pupils and between the pupils themselves is very good. In most classes, pupils learn to work independently and to take initiatives. For example, they apply whatever resources available to seek information relevant to the work they are doing. In most lessons, there is a calm working atmosphere in which pupils do their best. Parents appreciate the fact that the school helps their children to become mature and responsible, to work hard and to achieve the best they can.
34. Since the last inspection, the school has successfully extended the resources available to the pupils to help them broaden their cultural horizons and the school's provision for the cultural development of pupils is now good. There is a wide-ranging collection of books and other materials dealing with aspects of their own and other cultures. In several aspects of the curriculum, such as art and music, pupils get a very good exposure to the European cultural heritage. In other parts of the curriculum, including geography, they learn about aspects of daily life and culture in other parts of the world. Pupils are encouraged to respect other people's values and beliefs. However, more needs to be done to provide pupils with opportunities to further appreciate both the rich cultural diversity of their own wider locality.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school is a very caring community in which pupils' learning, self discipline, spiritual, social and moral development are all given equal consideration. Staff know their pupils well. They handle every pupil's needs sensitively and through mutual trust, respect and friendship, ensuring pupils of all abilities achieve the best they can.
36. Risk assessments, a statutory responsibility of the governing body, are undertaken and some significant risks have been formally recorded. However, the school now needs to extend risk assessment to all areas of the premises, particularly addressing the urgent issue of the movement of vehicles on site. This matter was raised at the time of the previous inspection and remains unresolved. First aid procedures are implemented well. Information and action to be taken relating to individual pupils' medical conditions are very good and ensure a high level of care.

37. Procedures for child protection comply with the local authority guidelines, and are satisfactory. However, staff are in need of up to date training on how to identify and respond to child protection issues. There is suitable liaison with external agencies to support pupils' well-being and academic progress. Procedures for helping children settle into the Foundation Stage are good, and enable them to make a good start to their learning. Likewise, pupils are helped to make a satisfactory transition to the next stage of their education.
38. Procedures for monitoring and improving pupils' attendance are very good, and this is reflected in the well above average levels of attendance. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good. The school has high expectations of behaviour, based on a clear pastoral system, the very good role models of all adults in the school, and positive reinforcement. The very good behaviour seen reflects the effectiveness of the school's approach to behaviour management. Teachers and other staff are sensitive to pupils' needs and monitor their personal and social development very effectively.
39. At the time of the previous inspection, arrangements to assess pupils' attainment and progress were good. Procedures have improved since the last inspection and the formal assessment in the core subjects of English, mathematics, and science is now very good. Good use is generally made of the information gained from the assessment of pupils' attainment and progress to decide what will be taught next and to guide improvements in provision.
40. Teachers from different year groups share their knowledge about how well pupils are progressing. At the end of each year, teachers pass on well explained records, which include the National Curriculum levels achieved by pupils in English, mathematics and science. The 'ACE' system is used effectively to monitor standards of six pupils in each year group across the full ability range, in order to track their progress as they move through the school. This practice helps teachers to monitor closely the progress made by all pupils.
41. Teachers set targets on the basis of the assessments they make, which are related to National Curriculum levels for pupils' attainment in English, mathematics and science. This good practice which begins in Year 1, and continues throughout the school, is beginning to be applied to other subjects. Consequently, teachers are noting how well pupils are doing in relation to the standards expected for their age group across the whole curriculum, and identifying areas for improvement. The results of national tests taken by pupils aged seven and eleven are analysed by the deputy head teacher, assessment co-ordinators and subject co-ordinators for English, mathematics and science. Weaknesses in pupils' performance are identified and appropriate remedial action is taken. Similar effective procedures, based on test results, are in place for other year groups.
42. There are very good procedures for the early identification of pupils with special educational needs. The provision is very good and pupils make good progress. The school gives consistent support to these pupils in the development of their skills. All pupils are fully integrated into the life of the school. Within classes, work is planned which caters for their special needs. Class assistants are well informed and work alongside pupils in the classrooms, promoting their self-esteem and learning most effectively. The class assistants contribute well to the monitoring of progress by the regular feedback they give to teachers when they have worked alongside these pupils. The special educational needs co-ordinator and class assistants monitor pupils' progress towards the targets on the individual educational plans frequently to check language and literacy developments. Because of her work within classes, the co-ordinator is able to monitor progress very closely on a regular basis. As a result, some of the supported pupils are able to make up to two year's progress very rapidly. Provision for pupils with statements for special educational needs is excellent.
43. In the reception classes, teachers assess children against the local authority base line tests and reassess children before they move into Year 1. These results confirm the very good progress children make in their learning while they are in the reception classes. Throughout the school,

staff assess pupils' skills and knowledge regularly. They make very good use of this information to plan activities that meet children's learning needs very well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. A major strength of the school is the very good partnership it has with parents. They hold the school in high regard and give excellent support to their children's learning both at school and at home. The school regularly seeks parents' views on many aspects of its work. Parents respond very positively and the vast majority are happy with the quality of education and care pupils receive. The few concerns that parents have raised focus mainly on the problems of on-site traffic, which is sometimes hazardous.
45. The school provides parents with very good information about the work their children do in school. This information allows parents to become more involved in their children's learning, and play an active part both at school and with homework. A recent spelling workshop organised by staff attracted support from over seventy parents. The school ensures parents are kept fully informed regarding school matters, and any queries that arise are handled efficiently. Annual written reports to parents are generally good. A section noting general comments on pupils' attitudes and behaviour is particularly helpful. Before children start in the reception classes, they and their parents are given many opportunities to visit the school. This gradual introduction to life at the school allows children an opportunity to familiarise themselves with staff and the school routines before attending regularly.
46. Parents who have children with special educational needs are fully involved with the drawing up of statements and individual education plans (IEPs). Frequent reviews are held with parents to evaluate achievements and plan further targets for the IEPs. Pupils as well as parents contribute opinions and views which are recorded on the review sheets. Parents have copies of documentation as well as teachers and teaching assistants enabling them to pay a full part in their child's progress towards targets. The school makes every effort to support parents effectively, reflecting again the valuable partnerships that exist in the school.
47. The excellent contribution parents make to support the work of the school is exemplary. The school's 'parent helpers' handbook gives them confidence when they offer to help in school, for example, supporting pupils with reading, ICT, art, design and technology, musical events, trips and sporting activities. The parents' association lends further assistance by raising funds and organising family social gatherings and events for parents. A principal aim in the school's mission statement is 'to promote effective communication and caring working relationships with all associated with the school.' The school meets this aim very successfully.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The school emanates a very strong team spirit where everyone's hard work is valued and as a result, pupils achieve very well. The school's key aim is to foster a culture of caring and partnership working so that pupils of all abilities can succeed. This fundamental ethos underpins all its day-to-day work excellently. The headteacher, who has only recently joined the team, has diligently taken on board the challenges facing the school, following a prolonged period of insecurity regarding staffing matters. He has been welcomed into his post with excellent support from a senior management team that has overseen the management of the school very effectively during the last two years. Not only has school improvement been very good, but also the headteacher is very clear about the direction the school now needs to take in order to improve even further. In very close partnership with staff, governors and parents, he has already begun to negotiate changes that will enable the school to provide very good standards of education, within an environment where pupils feel well cared for and happy. The headteacher's passion and

enthusiasm, aligned with his very clear understanding of what needs to be done, have established him as a well-respected role model in the support and guidance of the work of others. Meeting the needs of every child effectively is a guiding principle in every aspect of school life.

49. The senior management team makes a very good contribution to the development of the school. Subject co-ordinators have taken on curriculum development successfully, recognising that there is still more work to be done to raise standards further. All subject co-ordinators regularly review planning. Further monitoring of teaching, learning and standards pupils achieve, especially in the non-core subjects, has been identified as the next important step towards improvement. Very good use is made of highly refined assessment procedures to help teachers set appropriate targets for improvement in English, mathematics and science. The school acknowledges that this very good practice needs to extend to all areas of the curriculum, including the Foundation Stage, and in support of pupils' transition from year to year.
50. Special educational needs provision is under the very good direction of the part-time special needs co-ordinator. She supports teachers and class assistants capably with advice and resources. She liaises well with various support agencies involved with pupils' learning, including the speech and language, physiotherapy and psychology services. The governor, with responsibility for special educational needs, is frequently in school and meets regularly with the co-ordinator, to oversee the progress supported pupils make. The school has already made effective decisions regarding the provision for the New Code of Practice for Special Educational Needs.
51. The staff is a committed and hard working team. The teachers are appropriately qualified to meet the needs of the curriculum, and some have particular expertise, for example in English, science, and music. The school has made good provision for the professional development of staff, and they pursue a range of training to enhance their skills and knowledge. The main focus in the past few years has been on Literacy, Numeracy and ICT. Individual teachers have also developed their own skills related to their role as subject co-ordinators. Through this effective support, the role of co-ordinators has seen very good improvement since the last inspection.
52. Valuable use is made of the very dedicated class assistants. Teachers and class assistants share a clear and common purpose in supporting the pupils' learning effectively. Daily routines are well established and help is always at hand. New colleagues joining the school are assigned a mentor, but in fact every member of staff takes this responsibility to ensure everyone knits together well in the team the school has successfully nurtured. The excellent quality of relationships throughout the school makes induction of new staff a simple task.
53. The Governing Body, chaired by a very passionate and dedicated member, carries out its role well. Governors clearly support the Catholic mission and take a very keen interest in the welfare and development of staff and pupils. For example, they have been very sensitive to the situation where the school has endured serious staffing issues, and have provided very helpful support to temporary post holders. Performance management procedures are established effectively. Governors are fully aware of the impact of these measures in the raising of standards and every effort is made to ensure teachers have access to the support they need to carry out their duties well. Already the school is benefiting from this initiative in the very good and excellent teaching observed during the inspection. Governors visit the school regularly to monitor work in classes and engage in constructive dialogue with staff. In this way, they have a good overview of the day-to-day work in the school and are tuned into any concerns and issues staff or parents might have. They have a reasonably good understanding of the school's strengths and areas for development. Financial management is good. Specific grants are spent extremely efficiently to speed up improvements, and overall resources are generally prioritised well. Whilst most school matters are addressed well by governors, the aspect of traffic on the school premises requires urgent attention. This issue remains unresolved since the previous inspection.

54. The provision of learning resources is very good overall. The quality and range of these resources ensure that teachers have very good access to materials that enhance presentations to pupils of all abilities. Parents and the church community make considerable contributions to add to the school's good range of books and artefacts. The school is situated in the well-kept grounds of the parish church. The setting provides an attractive environment, enhanced, internally with lively displays that celebrate pupils' achievements. The caretaker and his staff ensure the premises are clean, orderly and well maintained, thus setting a very good example to the pupils to take a pride in their school.
55. The quality of financial control in the school is good. The school's administrative assistant runs a well-organised office. This is confirmed by the most recent auditor's report. The school works closely with the local authority's finance officer and the governors review the school's proposed budget closely. The governing body receives a financial statement each term but, latterly, the finance sub-committee has not met on a regular basis. The school development plan contains appropriate targets for improvement, but not all items are fully costed. The school has made excellent use of its specific funding and has supplemented the spending for pupils with special educational needs effectively.
56. The school has made good progress in applying best value principles. Competitive quotations are obtained for major items and there have been extensive consultations with parents. The local education authority now provides data that will enable the school to make more effective comparisons. This will help the school to establish more clearly what value it is providing and to evaluate its effectiveness.
57. The school regularly reviews its performance and sets challenging but achievable targets because time is taken to assess the capabilities of individual pupils. The commitment to meet the needs of each child is commendable, reinforcing the school's strong principles to address social and educational inclusion issues unequivocally. With this level of dedication and commitment, and the very good standards achieved, the school gives very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. Immaculate Heart of Mary Catholic Primary School is delivering a very good standard of education to all of its pupils. Pupils enjoy school, are happy and value the very good relationships they form with everyone in the school. The school is working hard to raise standards, and improvement since the previous inspection has been very good.

In order to improve further the school should:

- (1) Develop the role of subject co-ordinators to include:
 - (a) The monitoring of teaching, learning and standards in all areas of the curriculum to match the very good practice established in English, mathematics, science and ICT;
 - (b) The identification and planning of more cross-curricular links to maximise teaching time.
Paras: 49, 25, 39, 40, 41.
- (2) Address, as a matter of urgency, the health and safety issues identified during the inspection.
Paras: 36, 37, 53.
- (3) Consider additional opportunities for making better use of links with partner institutions and other communities.
Paras: 30, 34, 37.

Minor issues:

Further opportunities to provide for gifted, talented or higher attaining pupils; *para 26.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	93
Number of discussions with staff, governors, other adults and pupils	64

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	8	29	44	10	2	0	0
Percentage	9	31	47	11	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	0	425
Number of full-time pupils known to be eligible for free school meals	n/a	15

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y7
Number of pupils with statements of special educational needs	n/a	3
Number of pupils on the school's special educational needs register	n/a	63

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	3
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	31	29	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	31	31
	Girls	29	29	29
	Total	59	60	60
Percentage of pupils at NC level 2 or above	School	98 (97)	100 (100)	100 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	31	31
	Girls	29	29	29
	Total	60	60	60
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (98)	100 (98)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	29	32	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	24	28
	Girls	28	24	28
	Total	55	48	56
Percentage of pupils at NC level 4 or above	School	90 (97)	79 (94)	92 (93)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	26	29
	Girls	28	27	29
	Total	55	53	58
Percentage of pupils	School	90 (96)	87 (88)	95 (88)

at NC level 4 or above	National	72 (70)	74 (72)	82 (79)
------------------------	----------	---------	---------	---------

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	3
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	353
Any other minority ethnic group	4

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	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	17.5
Number of pupils per qualified teacher	24.3
Average class size	30.4

Education support staff: Y[] – Y[]

Total number of education support staff	15
Total aggregate hours worked per week	330.25

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

FTE means full-time equivalent.

Financial information

Financial year	2000-01
	£
Total income	830211
Total expenditure	834211
Expenditure per pupil	1927.35
Balance brought forward from previous year	64880
Balance carried forward to next year	60550

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
--	---

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	423
Number of questionnaires returned	304

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	35	2	0	0
My child is making good progress in school.	59	38	3	1	0
Behaviour in the school is good.	57	42	1	0	0
My child gets the right amount of work to do at home.	41	49	8	1	0
The teaching is good.	66	32	2	0	0
I am kept well informed about how my child is getting on.	58	37	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	72	27	0	0	0
The school expects my child to work hard and achieve his or her best.	73	27	0	0	0
The school works closely with parents.	55	41	3	0	0
The school is well led and managed.	60	37	0	0	2
The school is helping my child become mature and responsible.	64	34	1	0	1
The school provides an interesting range of activities outside lessons.	40	41	10	2	6

Other issues raised by parents

A small minority of parents raised concerns about the arrangements for National Assessment Tests, especially in the junior classes. These parents felt their children were being pressurised to reach the targets they were set. In addition, sometimes the time spent on testing limited time for direct teaching. The inspection team found no evidence to substantiate these concerns.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

59. Children enter the school at the age of four years. Provision in the Foundation Stage is very good and children make a very positive start to their schooling. The combination of very good teaching and a curriculum that is enriched by a range of visits and visitors enables all children to settle quickly and confidently. They make very good progress overall. Their individual needs are sensitively identified and diligently addressed through a very good range of learning experiences that keep them fully engaged in all they do. No major issues were identified at the time of the previous inspection.
60. Children's attainment upon entry to the school is above the local average in the measured areas of the Foundation curriculum. Children are challenged to work at a high rate. A repeat of the baseline checks at the end of the Foundation Stage shows that the majority of children enter Year 1 well above nationally expected levels, with only a very small minority of children not achieving the early learning goals. Children approach their work excitedly and with great enthusiasm delighting in the wide range of experiences offered to them. They have very good attitudes to work. They form very strong relationships with each other and the adults who work with them. This secure foundation enables them to achieve very well in all they do.
61. The school has a carefully planned induction programme and all children enter the school in the September of the school year in which they are five years old. In the term before entry, parents and children make visits to the school, meet and spend time with the Foundation Stage teachers and experience some of the activities and working practices that will support their learning. The majority of the children have nursery or pre-school playgroup experience before entry into formal education.
62. The two Reception classrooms are stimulating and lively. A shared area for creative activities including cooking, painting, construction using a wide range of bricks, blocks, 'small world people' and other equipment links them. Children are introduced to sharing a range of books and puzzles and they are captivated by practical activities such as sand and water play. There is no specifically designated outdoor area at present. Copies of the plans to convert part of the school lawn into a secure space show an area that is well designed to support all areas of the Foundation curriculum. Special focus has been placed on developing children's knowledge and understanding of the world, and their creative and physical development through the inclusion of a garden area for children to investigate different habitats and dig and grow. Resources are regularly supplemented with new purchases to maximise the quality of provision in each area of the curriculum as necessary. Staff have received full training in the implementation of the Foundation Stage curriculum as well as in the introduction of the national literacy and numeracy strategies for younger pupils.
63. The quality of teaching in the Foundation Stage is very good. The teachers, nursery nurses and supporting adults know the children well and plan a curriculum that gives them the opportunity to develop fully. Teachers have very good knowledge and understanding of the curriculum for pupils in Year 1 and ensure that all activities will support and give a good foundation for work in the future. Adults focus in particular on developing the basic skills of investigating and researching that are appropriate to each subject area and practise these skills at different levels. Thus, during the inspection, children were investigating living and growing by planting seeds and watching them grow, awed by the speed at which some, such as cress 'popped up'. They investigate their own growth and how they have changed over time through collecting photographs of themselves and their families. They make close observational drawings of flowers. They use photographs of work by famous artists, for example, Van Gogh, in their art work, and explore techniques on how to apply a stippling brush to show the inside of the flower and a range of different brush strokes to

give the curved effects of the petals. In the role-play area, in a hospital ward, children share their experiences of visits to the doctors. They take the roles of doctors and nurses, handling and investigating equipment such as a stethoscope and thermometer, using the correct technical language, for instance, testing the “reflexes” of Barnaby Bear, in hospital with a broken arm. All adults hold high expectations that children will behave well. They are encouraged to think and listen and work hard at all they are given to do.

64. Adults form a strong and supportive team, all ensuring that children enjoy their tasks, concentrate and persevere. The management of children is excellent. Children are encouraged to be independent, while given support to build confidence. Children are actively involved in their learning. Not only are learning objectives shared at the beginning of each session with children, as they complete a piece of work, they discuss this work with the teacher and critically examine what they have done. Children thus have very good knowledge of their own learning. They acquire skills, knowledge and understanding across a wide curriculum and put some considerable effort into their work. Supporting adults track behaviour, attitudes and progress when children are engaged in both whole class and practical activities and this information contributes to planning a broad and rich curriculum. As a result of this continual monitoring and assessment, children with special educational needs are identified quickly. Targeted support is drawn together to ensure learning for these children is very good too.
65. The school day is very well organised to support and develop basic skills. Every day, children undertake activities linked to the literacy strategy and numeracy project. These activities are directed and supported by adults, though children have the opportunity to work independently and in small groups, managing their own pace of learning. Children also have the opportunity to work at their own pace and develop independent study skills through structured play. Creative art and design, physical education and music sessions are also placed strategically in the weekly planning to ensure regular building on prior learning. Children do not have formal ICT sessions in the computer suite at present. Each classroom, however, is equipped with computer equipment and appropriate programs to support children’s language and mathematical development. Using programs such as “animated alphabet”, children develop the skills of controlling the movement of letters round the screen using the mouse and direction keys as well as identifying the letter shape on the keyboard to add animation to their learning. Physical and creative activities, including the opportunity to cut, stick, make collages, manipulate malleable materials and use small word construction equipment, as well as more formal physical education sessions are also evident in the planning.
66. The Foundation Stage co-ordinator provides very effective leadership to the Foundation team. All staff have had training appropriate to their role within the team, plan carefully and work effectively together. Clear records are kept of children’s progress, building up into a helpful development profile for each child. Frequent discussions of children’s specific needs ensure that areas for development are identified early and targets drawn up and support planned to enable those needs to be addressed. This results in a very good curriculum that is broad, balanced and relevant to the needs of all pupils, challenging those capable of working at a high level and supporting those with specific educational needs.

Personal, social and emotional development

67. Staff place an important emphasis on children’s personal, social and emotional development and this, along with developing good communication skills, underpins all the work in the Foundation Stage. Teaching is good and the children make good progress. As a result, by the end of the Foundation Stage, children achieve the goals expected for five-year-olds nationally and most enter Year 1 as mature, considerate and supportive young people. Teaching and support staff create an environment where respect, understanding and the recognition and appreciation that we are all different but have something to contribute underpins all the work. This helps the children to settle quickly into class routines and develops a sense of belonging to the school community. All staff

are good role models and, as a result, children develop a positive self-image and recognise that everyone has something special to offer. Children clearly enjoy their work and co-operate happily with each other and adults. Staff constantly re-enforce good habits, for example, putting up hands to answer questions or make a comment and tidying up after activities. Children are encouraged to select activities thoughtfully and work with care of and consideration for others. Independence is encouraged as children change for physical activities. As well as work focused on literacy and numeracy within each class, groups of children work together daily in the shared area, and are involved in practical creative or physical work. Children co-operate over resources, take turns and develop social skills further when making bread, painting in the style of an artist, using small and large construction equipment or sharing books together. Their work on change and growth, as shown in the collection of their family photographs, enables them to see positive family relationships, and that the needs for food, warmth and care are common to all.

Communication, language and literacy

68. The development of children's communication, language and literacy skills is very good. Children make very good progress. As a result, by the end of the Foundation Stage most reach standards well above those expected for children of this age and many are well into Year 1 work. Children know that pictures and print convey meaning, that books have an order and that text can be a story, a poem or give information. Stories are a regular feature of the day and large print books are used well to focus children's attention on the text. There is a strong emphasis on the enjoyment of reading. As children enter the classroom each day, a white board gives the "question for the day". The task is simple, 'Read the question and post your name card in one of two boxes, yes and no'. Children delight in considering "Does a man have 4 legs?" and frequently, these questions lead to discussions which develop children's speaking and listening as well as reasoning skills and the beginning of debating skills for later in the school. Books are sent home regularly, so parents can support this element of children's learning.
69. The teachers use the literacy strategy very well to meet the developing needs of these young readers and this effectively enhances their listening, speaking and reading skills. The formal teaching of phonics with the sounding of the phonemes, the identification of syllables and matching handwriting skills to their phonic work, encourages children to consolidate and develop their early writing skills. By the end of the Foundation Stage, children write accurately constructed sentences with due regard to tense and sense using capital letters, full stops and such as question marks and speech marks. All staff use precise and clear diction to assist children's speech and encourage them to reply in clear sentences, a skill which children take forward into their writing.
70. From their earliest days in the school, children are encouraged to join in discussions and to give their opinions. They are involved well in class discussion and informal talk is encouraged when children are involved with independent activities, especially in the hospital. Although the timetable has specific literacy times, language development underpins all the work in the class. For example, when children investigate growth and plants they investigate information texts and copy required information to annotate their work. During a literacy session, one class shared the big book "Each Peach Pear Plum" and children identified the authors and illustrators as well as the rhyming words on each page and named the characters in the illustrations. The vocabulary of different curriculum areas is reinforced, for example, in mathematics - 'add, double, share, along with the number patterns and shapes' - is on display, as is that of living and growing, including baby, child, adult, young and old.

Mathematical development

71. Children's mathematical development is very good. All children are on line to at least to meet the goals set at the end of the Foundation Stage and most are well into National Curriculum Level 1 work. Children develop and consolidate their number skills through very effective teaching. Children count the number of pupils in registration and in groups for activities. When moving

around the school, children use positional order and, when contributing to group work, take turns and understand what is meant by working with a partner or as one of a pair. Songs and rhymes are used to reinforce number, so not only are all children able to count back from 10, most do so from 20 and higher. Children identify a number position in a number line by the shape of the number and identify missing numbers by sight as well as counting up to that position. Children are aware of number operations such as addition by counting on from the higher of two numbers as well as doubling of numbers fewer than 10. They name shapes such as square, circles, rectangles and triangles as well as cubes and cones. They use them to make patterns and pictures and know which can fill a space and which cannot fit together in a tessellating pattern such as seen in jigsaws. Children are aware of capacity and measure using sand and water as well as scale, when designing and making in their collage work.

Knowledge and understanding of the world

72. The school provides appropriately for children's knowledge and understanding of the world. Most children meet or exceed the goals set for the end of the Foundation Stage. Teaching is good and adults provide exciting activities to promote this area of development. The children have many opportunities to explore the natural and manufactured world in the development of their scientific skills. Children investigate different environments, ask and suggest answers to questions such as what do plants need to grow properly? They develop their design and making skills well through building, for example, using interlocking plastic bricks and other construction toys. They use the computer with confidence and independence and handle the mouse with increasing dexterity to select items on the screen. They know the way round the school through their use of the hall for physical education, lunch and assemblies and how to find the playground and school field. Children know about relationships within their families, that grandparents are older than their parents and, through their collection of photographs and family research, that babies grow up and change in size and shape and are able to do more for themselves as they become children and then adults. Children know that to keep healthy they must clean their teeth, wash their hands after visits to the toilet, before meals and especially before cooking and brush their hair. They are learning that materials change if heat is applied when making bread and that by combining bread and the cress grown during the week they can make good and tasty sandwiches. Pupils know that people have different celebrations and festivals linked to their religion, having in particular, good knowledge of how Christmas and Easter are celebrated in this country.

Physical development

73. Children's physical development is good and most exceed the goals set for this area of learning. Skills are taught well. Children have access to and use proficiently a wide range of tools such as pencils, crayons, scissors and glue to write, make picture and models. Children use pencils well to draw close observational drawings and apply brushes with dexterity when painting, for example, the different colours seen in a sunflower, without smudging each petal. They develop their physical skills indoors as well as during outdoor activities and are well co-ordinated and agile. They use a range of construction equipment, fitting blocks together to make a building out of Lego and other construction equipment. They move round the classroom carefully and without bumping into or knocking things over. They line up without bumping and follow the leader when moving round the school. In physical education work, they develop the eye/hand co-ordination necessary for team games, for example, throwing and catching a range of small equipment such as beanbags and balls. They climb and balance on equipment safely in their gymnastic work. Children manipulate the mouse and keyboard of a computer carefully to control programs and complete jigsaw and other puzzles and games with well-developed fine motor skills.

Creative development

74. Children's creative development is very good. Children have the opportunity to experience a range of creative experiences: to sing; play a range of percussion instruments; draw, paint and

crayon; cut and stick and make models and collage both big and small. Most children achieve, and some exceed, the expected levels of learning in this area by the time they enter Year 1. Children hold brushes correctly and apply paint to paper with confidence, accuracy and good awareness of shape, pattern and colour. They mix a range of colours. They use their fine motor skills well to stipple flower centres using stiff brushes. Collages are made using a range of papers, cards and plastics and different joins including glues, staples, tapes and pins to construct a garden scene. In the role-play area they imagine that they are in a hospital ward, and while on the carpet area they use soft toys and puppets to compose and perform their own plays. Children sing a range of songs from memory, especially during music sessions and during assemblies, joining in well with the chorus. They manipulate malleable materials such as 'playdoh' and investigate the use of yeast and sugar upon flour when making bread, kneading air into the dough and watching it rise into different shapes before baking. In all their work, they concentrate hard and make good progress in developing their physical skills as well as their concepts of colour, shape and size.

ENGLISH

75. Pupils' standards of attainment at the ages of 7 and 11 are well above average. Standards of attainment in listening are also well above average. Speaking skills are generally above average, but there is more variability in attainment as fewer opportunities are provided in the curriculum for their application and extension than for other aspects of language use. Progress in English is very good for pupils of all abilities.
76. In Years 1 and 2, pupils receive a very good grounding in the skills required for early literacy. They have good opportunities to share their ideas and to give accounts of what they have accomplished or experienced. The teaching of phonic skills and graphic knowledge is developed step by step. Throughout the school, pupils listen carefully to what their teachers say and respond with enthusiasm. They often have opportunities during the literacy hour to read aloud what they write. They generally work well in groups, taking part in constructive dialogue. Most of the older pupils articulate their point of view clearly and coherently. For example, pupils in Year 6 reported that they had enjoyed an activity that involved participation in a formal debate where groups of pupils had to present different points of view. They enjoy class assemblies, which provide an opportunity for them to make presentations to other classes.
77. The teaching of reading is very good and throughout the school, pupils' progress in reading is recorded well. Pupils are encouraged to read every day and they have access to a good range of reading materials. They enjoy reading both as part of a group and independently. By the end of Year 2, pupils read fluently with good expression and have the confidence to tackle unfamiliar words. Higher attaining pupils explain what they read well. All pupils have a good knowledge of the features of fiction and non-fiction. They extract information from reference books efficiently and the better readers interpret the nuances of poetry quite skilfully.
78. As pupils progress through the school, they learn to extract information more efficiently from more complex materials including sources such as the Internet. They are encouraged to borrow books from the well-stocked and well-maintained libraries for homework or, in Years 3 to 6, for independent study or research. The majority of pupils in Year 6 are enthusiastic and confident independent readers. Most identify preferences, for example, with respect to particular authors and they explain clearly why they like these authors. Pupils generally enjoy the guided reading sessions that are now a regular feature in literacy sessions. Pupils requiring additional help are supported sensitively, and where necessary, are heard to read every day. The majority of pupils are supported well by parents in their acquisition of literacy skills and this has a very positive impact on their learning. Parents also assist in hearing pupils read in school.
79. Appropriate attention is given throughout the school to the teaching of supplementary writing skills including handwriting and spelling and the composition of imaginative and purposeful sustained

writing. For example, as part of a Year 2 literacy session, pupils had written well composed letters to “Mr Fox” on headed notepaper, explaining to him why he should be more careful in disposing of his litter. “Mr Fox” showed by his initial responses, written by the teacher and the classroom assistant, that he was not inclined to change his ways. The pupils voiced further their points of view and finally succeeded in getting him to change his mind through their very skilful persuasive arguments. In almost every class, pupils’ written work is displayed strategically and this encourages them to do their best to achieve high standards of presentation and accuracy in writing.

80. Teachers generally ensure pupils have a very clear idea of what they need to do to improve their writing. Throughout the school, the marking of written work is conscientious and informative, and, in Year 2 and in Year 6, it is exemplary. It is constructive and clearly linked to National Curriculum targets. Pupils know what they need to do to improve their writing. In all classes, pupils are given the opportunity to produce a good range of writing in different forms, literary and non-literary. In Year 6, higher attaining pupils have opportunities to work on collaborative writing tasks such as the production of a story and the preparation of a newspaper. They respond well to these challenges. Some outstanding written work was incorporated into an exercise in which older pupils prepared, after appropriate research, illustrated “pop-up” books for younger pupils.
81. Teachers have a good knowledge of the procedures that underlie the effective delivery of the literacy strategy. The quality of teaching ranges from good to excellent. The very good lessons reflect careful planning which includes the development of supplementary tasks adapted very carefully to the different levels of attainment of the pupils in the groups. Teachers have high expectations and they make good use of time and resources to challenge pupils to produce their best. In several classes, teachers present highly imaginative approaches to capture pupils’ interest. For example, in a lesson in Year 1, the teacher stimulated pupils to think about the task they were being asked to do by bringing in a magic box containing items that meant a lot to her. She linked this to reading a story about an old lady who had lost her memory, which enthralled the pupils. A lesson in Year 2 on riddles began by the teacher handing out crackers containing jokes and riddles for the pupils to pull. In both lessons, a very good link was established between what pupils read and what they might write. Pupils also had opportunities to reflect on what they had heard and to talk about it with the adults and their peers before they began writing.
82. Teachers use class assistants very skilfully to support group work. In turn, the class assistants show skill in guiding pupils as they support activities for the literacy strategy, the ELS programme in Year 1, and the ALS materials in Year 4. In most classes, very good relationships between adults and pupils ensure a relaxed, collaborative working atmosphere and pupils respond very positively to questions asked and answers given. Good use is frequently made of pupils’ own contributions. For example, in a lesson in Year 5 on story writing, pupils’ work provided the basis for discussion of how to develop setting and character. In the review session, a pupil read her story to the class and provided a model narrative for her peers.
83. There are excellent cross-curricular links evident in the work displayed. For example, in Year 3, pupils have written letters about their visit to the Yorkshire Sculpture Park and very good links with ICT are evident in the magazine pages displayed outside the class and in a newspaper ‘front page’ in Year 4. In the same year, letters supposedly written by St. Paul, as an element in the religious education (RE) syllabus, were also of a high standard. Good links between literacy and RE were demonstrated through the prayers displayed in classes in Year 3 and Year 5. In Year 5, a good link between geography and literacy was evident in the school guides that pupils had prepared. In design and technology, pupils show careful analytical skills in their planning and evaluation processes. Excellent links between ICT and English are evident in the work in Year 6 on life during the Second World War, and show the attention pupils give to producing their very best efforts at all times. Pupils’ attitudes to learning are generally very positive.

84. The co-ordinator for literacy is an experienced and gifted teacher who, in collaboration with five colleagues who constitute the literacy team, ensures very good liaison between all staff and between staff and parents. Sensible initiatives facilitate very good links between home and school to ensure that parents are well informed about what their pupils are doing and equip them, for example, to assist in developing pupils' spelling skills. Staff training has been successfully completed and this is one reason for the high standard of work shown by the pupils in their extended writing. For example, pupils benefit from the collaborative planning undertaken by teachers in parallel classes. Good progress has been made in monitoring pupils' work and clear priorities are identified, for example, with regard to revising the current reading scheme and reading records. Further initiative is now required, with regard to the monitoring of teaching, to ensure appropriate attention is given to the teaching of speaking and listening. For example, by providing pupils with opportunities to develop skills required for sustained and purposeful talk to larger groups or for the range of expressive speech associated with drama.

MATHEMATICS

85. Standards in mathematics are very high by the end of Year 2 and well above average at the end of Year 6. Standards have been raised because the school has improved provision and support for particular groups of pupils throughout the school. Pupils' achievement is very good including those with special educational needs. Improvement since the previous inspection has been good. At that time, pupils aged eleven attained average standards and were judged to be underachieving. Improvement since the previous inspection has resulted in very well structured teaching, which enables pupils to use effective mental strategies to make mathematical connections and has enhanced the confidence of lower attaining pupils considerably. Progress made by pupils of all abilities is carefully tracked. They are challenged appropriately through mental and practical activities, enjoying the fun aspects and making very effective use of the support they are given. Pupils are prepared well for national tests, many of them seeing these as personal challenges they wish to excel at.
86. Children enter the school with above average mathematical knowledge and make good progress during the first year in school. The majority of pupils at the age of five attain very good standards. By the age of seven, pupils attain very high standards because of the structured accelerated learning that takes place in Year 2. Pupils explore difficult calculations quickly because they know their multiplication tables well and manipulate numbers with excellent mental agility. Teachers encourage all pupils to offer clear explanations of how they apply different mental strategies to solve problems. Most pupils use larger numbers confidently and have a very good understanding of place value to 1000, and most calculate fractions correctly. Pupils' presentations are of high quality, in line with the high expectations placed upon them by teachers. Pupils measure accurately, and have a very good understanding of the mathematical properties of shape. They use the computer to enter and present information collected from surveys, and interpret information from graphs and charts correctly. Pupils who lack confidence or who have a special educational need, equally make very good progress because of the exceptional partnership between teachers and classroom assistants who make a significant contribution to pupils' standards in class and in sessions where they receive more careful individual attention.
87. By the age of eleven, pupils apply their mathematical knowledge to create challenges for each other confidently. For example, they use quick mental strategies enthusiastically to translate fractions into percentages when explaining solutions to problems, which they devise for a game. Pupils present their work methodically and use very competent mathematical skills to solve everyday problems, thus recognising the importance of learning how to handle numbers. The majority of pupils are secure in using inverse to check their results. They use their knowledge of the sum of angles within a triangle or at a point to correctly calculate an unknown angle. Pupils recognise differences when measurements are repeated in the context of science investigations and interpret patterns in graphs and charts to draw conclusions. When communicating information, more effective use could be made of applying computer skills, for example, to record data from their science investigations.
88. The quality of teaching and learning throughout the school is very good overall. Excellent teaching, seen in Year 2, went at a cracking pace and pupils clearly enjoyed the challenges and were eager to answer in response to very high teaching expectations. The pace of learning in Year 1 is slower. Here, the demands made are sometimes too low for higher attaining pupils who mainly consolidate their mathematical knowledge from previous learning in the Reception class. Teachers apply the numeracy strategy effectively with quick fire mental activities that pupils respond to well. Teachers offer clear explanations and constructive methods that enable pupils to see and apply pattern in number. In only one lesson, was there insufficient time allocated for pupils to explore for themselves and in this lesson they made slow progress. Lesson planning identifies clearly how to meet the needs of pupils of different abilities and opportunities are created during the day for pupils to 'catch up' with their peers. Lower attaining pupils are fully included in lessons with simplified questions, tasks and practical apparatus. Classroom assistants work well in

partnership with teachers to check and increase the understanding of individuals or small groups, with patience and encouragement.

89. 'Springboard' sessions for pupils in Year 4 are structured well by a classroom assistant and this work is effectively extended with homework. A daily 'booster' group in Year 6 raises pupils' confidence. This support provided during the Spring Term, impacts well on the standards pupils achieve. Pupils concentrate well in lessons because teachers motivate and encourage them consistently. Pupils enjoy mathematics because they experience success and their learning is supported well by parents at home with homework. Pupils are eager to learn more and are frequently sorry when lessons end.
90. In all areas of the school, pupils of all ability use ICT to develop understanding of mathematical applications. For example, pupils in Year 3 write a program to control direction and in Year 4 they create their own spreadsheets to calculate costs related to a field trip. Pupils in Year 5 enter data from reading surveys and sort information, and in Year 6, they develop a data base to carry out an analysis of personal information about themselves. They use numeracy skills effectively to support learning in other subjects, for example, recording measurements in science and a traffic survey in geography in Year 2.
91. Management of the subject is good. Assessment is used effectively to identify curriculum areas that require improved provision. Tests are used well to target and track pupils' progress. Teachers provide very good quality oral and written feedback to pupils, encouraging them to work more accurately in order to raise standards. Further detailed analysis of assessment, especially as pupils move from Years 1 to 3 would improve target setting and raise standards in these year groups. The school operates an effective system for pupils in Year 5 to continue their rate of progress at the beginning of Year 6. Monitoring of teaching and pupils' standards are discussed and teachers' commitment to their pupils is exceptional.

SCIENCE

92. Pupils' standards of attainment in science at ages of 7 and 11 are well above average. This is an improvement since the last inspection and has been brought about by a continued improvement in teaching, an emphasis on developing pupils' skills of investigation and the good use of resources to stimulate interest and enthusiasm for science.
93. Pupils' overall response to the stimulating and interesting activities that their teachers plan for them is always good. Pupils of all abilities achieve very well. They listen to teachers' instructions and information attentively, and are eager to take part in discussions and activities. For example, in a Year 1 lesson reviewing the sound and hearing topic, pupils knew that sound travels in waves and that sound diminishes the further they were from the source. They explored with enthusiasm how different instruments made different sounds. By the end of the lesson, all groups of pupils were very clear about the important part the ear plays in hearing and how sound is collected by the outer ear. Previous work shows that there is a good continuous development of scientific knowledge throughout the school. By the end of Year 2, the great majority of pupils understand that materials change when heated, and that ice melts and turns back to water. They know that water, when heated, turns to steam and when cooled, changes back. The more able pupils say that condensation has occurred. Through investigation they explain that change can be reversed sometimes, for example, when chocolate melts, but not when bread is toasted. Pupils of all abilities distinguish between living and non-living objects and the more able identify similarities and differences between plants and animals. They construct a simple circuit to light a bulb and fully understand the danger electricity might present in the home.
94. Pupils' interest in science is maintained in Years 3 to 6 by similarly well-planned resourceful activities that challenge and enthuse them. Pupils in Year 3 show they have a good understanding

of transparent, translucent and opaque materials, with all pupils giving good examples of materials that have one of these properties. A successful lesson in Year 4 used the previous learning of pupils very effectively to establish the difference between melting and dissolving. They knew that the melting process required heat, and that dissolving required a liquid. Pupils are benefiting from the introduction of national guidelines for the teaching of scientific knowledge and skills. This has resulted in a systematic and progressive development of skills through a wide range of investigations pupils undertake. These include testing soils and rocks for properties of hardness and permeability, and a range of materials for insulation. Pupils' investigation skills are above average for their age. For example, a lesson in Year 4 on melting and dissolving gave pupils excellent opportunity to think through the processes step by step, and explain the reasons for the predictions they made. Pupils in Year 6 gasped with excitement when they explored by observation and investigation how fish have adapted to their environment. They drew conclusions from their observations with some very confident hypotheses about the adaptations. Pupils have a clear understanding of fair testing, and confidently design tests considering variables carefully.

95. The overall quality of teaching is good, with a high proportion of very good teaching. This is an improvement since the last inspection. The best teaching is characterised by a 'buzz' of excited learning. Teachers make very good use of their own subject knowledge in the way they frame their questions to encourage all groups of pupils to explain and expand their ideas and opinions. They are skilful at targeting the right question to the right pupil so that all can contribute in a meaningful way to the lesson. For example, pupils with special educational needs are always fully involved in science through the good support they receive from teachers, support staff and their peers. Activities are planned well to challenge pupils' thinking and the overwhelming majority of pupils respond positively. They listen to their teachers and each other and work well together, sharing resources and co-operating when required.
96. The co-ordinator and lead teacher for science is well qualified and monitors the planning of the subject. As yet there has been little monitoring of teaching in science. Good systems of assessment are being refined to take account of the change of the scheme of work and the requirements of the National Curriculum. These are helping teachers to set targets for improvement for individual pupils. Teachers make good use of pupils' skills in literacy in discussion and written work, numeracy and ICT skills, for example, in the use of graphs to record data from investigations. Resources are good in quality and quantity and are used well to support teaching and learning.

ART AND DESIGN

97. Pupils' standards of attainment at the age of seven are above those expected for their age. Standards for pupils at the age of eleven are well above. The quality of work seen throughout the school is high. The attainment for seven year olds is limited by the amount of curriculum time allocated to enable pupils to experience the wider range of art forms, such as modelling with clay, the construction of 3D forms and the exploration and decoration of fabrics. Pupils of all abilities achieve well and enjoy exploring new skills and techniques.
98. By the age of seven, pupils extend the skills gained in the Foundation Stage of how to apply different kinds of paintbrushes to create texture. Teachers provide pupils with delightful experiences in colour blending and creating tones that pupils use to build stunning pictures of poppies inspired by a painting by Georgia O'Keefe and delicate shadow prints in pastels. Pupils represent 'The Snail' by Henri Matisse by using primary colours and pastel rubbings to make a collage and continue further to generate a computer image. Pupils' standards of painting and printing are high. The school is resourced well for craft-work and pupils in Year 2 use different fabrics for weaving. Many pupils in Year 1 found difficulty in drawing detail and shape because the still life objects were too complex.

99. By the age of eleven, pupils are enriched by a breadth of effectively taught artistic skills and are well informed about different artistic styles and visual elements of colour, line and tone. They mix tertiary colours to create beautiful landscapes and explore patterns and crafts of other cultures and times. Pupils in Year 5, make very effective use of the computer to generate images that reflect styles of painting similar to Pointillism and prints in the style of William Morris. Pupils in Year 4, use sketchbooks well to experiment with ways of representing relationships and expressions portrayed in photographs and paintings. They use very good pencil and pastel sketching techniques to compose photographs by David Hockney section by section. Pupils in Year 3 clearly explain the process they used to form the very high quality sculptural models of large insects and objects. The landscapes “borrowed” from looking at Christmas card designs are of a stunning quality. It is clear pupils have taken great care to produce work that is of a very mature standard.
100. The quality of teaching is very good. Teachers have secure knowledge of the subject and focus very effectively on core skills such as drawing. Teachers have difficulty in finding the time to provide opportunities for expressive group activities and 3D work for seven year olds. Older pupils apply their artistic skills to produce high quality books for younger pupils. Teachers capitalise on visits such as a visit to the Yorkshire Sculpture Park. Parents are very supportive on visits and assist in group work in school. On residential visits, pupils have opportunities to make effective use of a digital camera. In class, photographs are downloaded to the computer and pupils skilfully generate a montage of rock climbers from a photograph of a single climber. Teachers demonstrate techniques clearly and help pupils evaluate their own work, thus providing detailed guidance before setting pupils off on independent work. In lessons, those who need additional guidance work more closely with the class assistant and the teacher. This careful attention enables them to progress equally well.
101. Excellent teaching shows pupils ways in which they can improve their observational skills. For example, pupils in Year 4 cut a photograph in half to observe proportion and facial expressions more closely. In this lesson, pupils were encouraged to use their imagination, reflect on their own work and decide how to improve it by using more suitable materials for painting. For example, they recognised that pencil drawings and the type of paper they were using restricted the quality of their painting. Because of the outstanding relationships built between pupils and adults, pupils are confident in sharing their thoughts, for example, when describing relationships and attitudes depicted in photographs. Good opportunities are provided for pupils to compose short musical compositions in response to the mood they observe in paintings. They are eager to use their imagination and research the Internet for information about a wide range of artists.
102. There has been considerable improvement since the previous inspection when standards were satisfactory and sometimes good. Subject leadership is good and all teachers respond well to areas for improvement identified from the monitoring of pupils’ work. The maintenance of art folders for pupils of different abilities is good, although standards are not formally matched to national expectations to recognise achievement. The art curriculum is planned well and there are clear aims about the skills, knowledge and understanding for each year group. Currently, the school is aware that this needs to be refined to meet fully the requirements for Curriculum 2000.

DESIGN AND TECHNOLOGY

103. Standards of attainment for pupils aged seven and eleven are good and exceed the national expectations. The quality of the design work and evaluation of products are above those normally seen for pupils of these ages and are an improvement on the last inspection. The majority of pupils, including those with special educational needs, make good progress at both key stages.
104. Pupils experience all areas of the statutory curriculum. Lesson plans apply a practical approach and due attention is given to designing and evaluating as well as making. Younger pupils in Years

1 and 2 make good progress in developing skills required to cut and join materials. In Year 1, for example, pupils have designed and made Christmas cards, which involve both these skills, and in Year 2 pupils have designed and made their own 'Joseph's Coat'. In this project, they used their ICT skills and a paint program well to design an effective repeated pattern for the coat. Their individual designs are recorded alongside the completed coat and show how successful they have been in following their original ideas.

105. Pupils in Years 1 and 2 design, make and evaluate their work well. For example, pupils in Year 2 design and make successful working buggies from card, and then evaluate how well they move. Pupils in Year 3 design and then make prototypes of photograph frames; they evaluate their work thoroughly suggesting improvements before completing the finished product. Pupils throughout Years 3 to 6 demonstrate good ability to evaluate both their own work and that of other pupils. The high standards of their completed projects show they measure and cut wood accurately and translate their designs into good quality products.
106. The high quality of the completed products show that teaching is of a high standard, and planning and assessment are good. Teachers plan their lessons methodically, identifying clear learning objectives, which are shared clearly with pupils. Learning activities are effectively matched to pupils' ability to promote these objectives. Teachers actively promote other subjects through design and technology, for example, work on circuits in science to construct a torch in Year 2. Speaking and listening skills are developed well when Year 6 pupils complete a customer survey with the youngest age groups to assist them in deciding the theme of the stories they write in their 'Pop-up' books. They also used their ICT skills to enable them to write the books using 'Junior Pinpoint'. The resulting high quality 'Pop-up' books demonstrate pupils' very positive attitudes to the subject encouraged by the good and often very good teaching.
107. The enthusiastic co-ordinator has done much to improve the status of the subject in the school. A good scheme of work has been developed which incorporates some existing topics into the new national guidelines. Monitoring of the subject has improved since the last inspection, with the co-ordinator monitoring work by checking examples of completed projects and teachers' planning. The 'ACE' monitoring sheets are completed and are effective in making staff aware of any areas for development for future projects.

GEOGRAPHY

108. At the end of Year 2, pupils attain standards that are in line with those expected nationally. Pupils, including those with special educational needs, make satisfactory progress. This broadly reflects the position at the last inspection. At the end of Year 6, pupils attain standards that are below those expected nationally. This is because Curriculum 2000 has not been fully implemented and older pupils do not receive the breadth of study to which they are entitled. This represents a decline in standards since the last inspection and progress for pupils in Years 3 to 6 is unsatisfactory.
109. Pupils in Year 1 know how many seasons there are and put them into the correct sequence. They know the key features to remember about temperature and the plants that they see blossom in the summer. They describe the clothes that are appropriate for the season. When taken into the school grounds they listen to the sounds around them. One pupil commented that, 'you cannot see the breeze, but the wind bumps into the leaves, they rustle'. Because teachers continually encourage pupils to think about what they observe, learning is good. By looking at buildings and common features they see in the streets and towns, pupils understand why certain facilities are located in specific places, for example, shops being near to where people live.
110. Pupils in Year 6 consider the life of people in a contrasting locality, for example, Chembakolli in the Indian sub-continent. They have a good recall of previous work when they consider problems

of land use, of discrimination because of religious differences and of the long walk faced to obtain water in certain areas of the world. They work in groups to analyse what is good and bad for the people of the village and also consider, in a mature manner, aspects about which they are unsure. In a plenary discussion, they show they have thought carefully as they present their views and defend their position well when challenged by others. This makes a very good contribution to their social and cultural awareness and to improved standards in speaking and listening.

111. Within the constraints of the curriculum on offer, the teaching and learning are good overall. In Year 1, teachers make good use of the resources, for example pupils understand that globes and maps show relative positions of different locations. Video material and artefacts from different cultures and countries help pupils develop a good awareness of diversity in the world. In the lesson on seasons and climate, one teacher extends pupils' learning by offering suggestions to improve their technical vocabulary. In the parallel class, the teacher positively reinforces the good attitudes that are shown, and effective use is made of acknowledging all that pupils contribute. Question and answer sessions are lively and encouraging, and pupils are not reluctant to ask when they want to know more about something they hear. This lively interest supports learning, and pupils persevere well when faced with new facts or skills in lessons. In a very good lesson in Year 6, the teacher extends the pupils' thinking by keeping the discussion brisk and purposeful and by asking pupils to write empathetically about the people of Chembakolli. Some very sensitive and perceptive writing emerged as pupils considered how much harder life is in that environment compared to their own. Pupils' attitudes to the subject are very good.
112. Subject leadership is unsatisfactory. The subject leader is committed to the subject, but carries other major responsibilities in the school. The last inspection reported that the subject required clear monitoring in order to raise standards. This issue is yet to be addressed. Good use is made of the local environment and more extended visits enrich the curriculum for pupils in Years 1 and 2, but this is not continued further on in the school. The subject leader is aware that assessment is an area for development and that more effective use of ICT needs to be established.

HISTORY

113. Pupils' attainment in history is above average at the end of Year 2 and is in line with expected levels at the end of Year 6. Pupils with special educational needs make similar progress to their peers, and progress overall is satisfactory for all pupils. There has been no significant development in the subject since the previous inspection.
114. In Years 1 and 2, pupils learn to think about the concept of past time in relation firstly, to their own relative ages and, then in relation to family generations. As early as Year 1, pupils demonstrate the ability to refer to different sources of information about the past to which they have access. They sequence objects in different ways in relation to the passage of time. For example, they put together their own toy museum on the basis of materials obtained from a local museum and from home. By the end of Year 2, pupils have learnt to think and write about sources of evidence, using of a variety of sources. Imaginative use is made of resources from home, and the locality, including photographs and other artefacts. For example, while learning about Remembrance Sunday, pupils talked to a resident who had been a sailor in the Second World War. They also visited local war memorials and thought about the reason we use symbols such as the poppy to remind us of the past. As well as learning relevant facts, dates and vocabulary, such as 'cenotaph', they had the opportunity to think about the feelings and ideas that underlie these annual celebrations and to write about these. Pupils in Year 2 make use of a variety of sources such as drawings and paintings as well as books to find out more about Florence Nightingale. Good use of pupils' literacy skills is evident in their writing of a sequential account of her life, based on information derived from an informative classroom display. One seven-year-old later used the Internet to get information about the Great Fire of London. Consistently good teaching of

historical skills, and the enthusiastic response of the pupils, results in work that exemplifies above average attainment at the end of Year 2.

115. The work produced by pupils in Years 3 and 4 reflects a satisfactory knowledge and understanding of aspects of social and cultural life in Ancient Greece and some knowledge of Ancient Egypt. The two history lessons, observed in Year 3, had some unsatisfactory features. In these lessons, pupils of all abilities were asked to complete the same task, regardless of their level of attainment. Because the guidelines given for the construction of an illustrated 'front page' relating to the Olympics lacked clarity, very few pupils completed the work effectively in the time available.
116. Very good teaching was observed in Year 5. Meticulous planning by the two teachers ensured the lessons had very clear objectives that pupils understood. Excellent resources and focused questioning helped pupils to think about the historical significance of the differences between local maps produced near the beginning and at the end of Queen Victoria's reign. Higher attaining pupils were challenged, not simply noting relevant changes but also to think of reasons why these changes had taken place. Pupils enjoyed the challenge put before them and responded well. The encouragement they receive from their teachers helps pupils stay on task in an effort to produce good work. In Year 6, the quality of work displayed relating to aspects of the Second World War is good. Pupils have studied changes in Britain since 1940, and this has given them insight into a whole range of issues relating to the Second World War. As well as acquiring a detailed understanding of some aspects of social change, such as policies related to rationing, they link work to other areas of the curriculum, for example, art, literature and music. The subject contributes very effectively to pupils' social, cultural and spiritual development, as they are encouraged to reflect on the lives of people who came before them.
117. The recently appointed co-ordinator has accomplished a great deal in the limited time available. The subject has been revised in line with new guidelines, a subject audit has been completed and areas for development identified. These include the development of resources including books and planning aids. A start has been made in investigating pupils' levels of attainment by looking at samples of pupils' work. Monitoring of teaching and learning needs to be broadened to ensure that the very good practice evident in some classes is extended throughout the school. The range of historical sources that pupils have access to, which was limited at the time of the previous report, is now extensive.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. Standards for the majority of pupils, by the ages of seven and eleven, are above national expectations. All pupils make at least good, and most make very good progress in their learning. At the time of the previous inspection, standards were judged to be satisfactory at age seven and eleven. Although expectations of the subject have changed since that time and demands on pupils are now greater, pupils' knowledge and skills have risen faster than would be expected. The use of ICT as a tool in other subjects including English, history, science and mathematics is evident in work stored in their PC files, books and in displays around the school. The dining hall, for example, has pupils' own writings of 'World War II', and a static copy of multimedia work combining text, information from the Internet, pictures, sounds and animations. The digital camera is used to take photographs of pupils' activities. Graphs applying spreadsheets and data-bases record, for example, the frequency of hair / eye colour in Year 2. Very good learning programs, to support pupils with special educational needs help these pupils develop good ICT skills.
119. Pupils throughout the school, develop a good range of computer skills, using the computer suite for an hour a week of direct skills teaching, logging on using their own user names and passwords. Pupils in the infant classes identify specific programs from the menu icons, open, use, explain, change text, fonts and colours, add illustrations and print out their work confidently. Pupils save to

their own 'X files' and exit correctly, leaving the computer ready for the next user. Pupils in Year 3 enjoy sending e-mail invitations to members of the staff to their first communion parties to be held later in the term! Pupils have regular access to computers in their classrooms or work areas to further develop and practise word processing, drawing and data handling skills. Older pupils have the opportunity to use sensors and data logging equipment in their science work, while younger pupils reinforce control programming by making a mobile computer, the 'Roamer', move to make different shapes from the mathematics curriculum. The development of Internet skills has been good, hampered only by technical problems.

120. The only limiting factor for improving pupils' learning further is the size of the computer suite. Although there are 16 machines, supplemented by a laptop, this is not enough to enable all pupils in a class to work on a machine individually for the full length of a lesson. Pupils work well with partners as they support each other with advice and encourage confidence. However, space is limited and restricts pupils' progress when they have to seek support. As they move through the school, pupils build up proficient skills across a wide range of communication equipment. Pupils use video players, tape recorders, compact disk players, electric keyboards, scanners and cameras. The school has a good range of software that has been added to the network of computers in the suite to support learning in most curriculum areas.
121. Only two members of staff directly teach pupils in the suite, and the overall quality of teaching is good. Both teachers have had advanced training to develop their expertise and confidence, and each lesson is being used as training for class teachers. While the lead teacher guides pupils through the programs and tasks, class teachers support this learning, thus enhancing their knowledge, understanding and confidence. Pupils are encouraged to develop skills confidently. Teachers have high expectations of pupils' independence with the equipment. Pupils enjoy this responsibility. They have very positive attitudes to ICT and enjoy learning new skills and techniques. When supported and given sufficient help and guidance, they learn effectively, and explore new information very sensibly. It is only when there are technical failings, or when support is not instantly to hand, do a few pupils lose interest and become frustrated by not being able to get the results they expect. Sometimes the pace of learning is slow, especially in classes with large numbers of pupils. In these classes, teachers have difficulty getting to pupils in need of specific help. This occasionally leads to some pupils working less diligently, playing with equipment and causing programs to go down or information to become corrupted. This further slows everyone's progress.
122. Staff expertise is shared across the school well. Every member of staff, including support staff, have received some basic initial training, and this has been instrumental in taking the subject forward effectively. Assessment procedures enable teachers to check pupils' progress and effectively plan future learning. Resources are good with the computers in the suite supported by computers in classes and work areas. The school has made very good progress since the previous inspection and has strong plans to develop pupils' knowledge, skills and understanding as well as staff expertise further to enable ICT to offer full support to all areas of the curriculum. However, the use of the suite for whole class teaching needs to be reviewed in order to raise standards further and enable pupils to continue to make rapid progress in their learning.

MUSIC

123. At the end of both key stages, pupils attain standards that are above those expected nationally. This reflects the position at the time of the last inspection. Pupils, including those with special educational needs, make very good progress. The subject makes a valuable contribution to pupils' social, cultural and spiritual development.
124. Pupils in Year 1 practise clapping a steady beat and have good knowledge of musical terms like 'tempo'. In Year 2, pupils work well together as they use a variety of pitched and un-pitched

percussion instruments to depict journeys on a train or a sailing ship. They sing in tune and with good, clear diction. Because pupils find music fun, they are keen to take part and try hard to follow what is being presented.

125. When pupils in Year 3 sing a plantation song, they understand what is meant by a ‘work song’ and how the rhythm would have kept the cutting of the sugar cane together. Pupils in Year 4 co-operate well, in groups, to make a short composition suggested by the mood they see reflected in specific paintings. One pupil immediately identifies a picture by Van Gogh whilst another picks out ‘The Scream’. When pupils in Year 6 perform ‘Stars hide your fires’ which is based on the story of ‘Macbeth’, they use pitched and un-pitched percussion instruments, a flute, descant and treble recorders and a keyboard effectively to present a pleasing sound. Those pupils who do not play instruments sing in two parts and develop an ostinato pattern to introduce the song and to round off the whole piece. The effect is quite stunning and pupils recognise how well they perform.
126. Teaching and learning are good overall and lessons vary from excellent to good. A strong feature of the teaching is the very secure subject knowledge that enables teachers to have high expectations of the pupils and so enhance learning. Pupils are prepared for singing by practising deep breathing and having an appropriate posture. These preparations have a positive effect on standards. In the excellent lessons, a very high standard of performance is expected and the pupils meet this challenge enthusiastically, enjoying the pleasing sound they produce. Pupils’ attitudes are very good. This is shown in the sustained concentration that ensures high standards. Excellent relationships between pupils and with the teachers encourage enjoyment and fun. Teachers work hard to make these lessons lively and entertaining as well as effective.
127. Subject leadership is good. The scheme of work promotes continuity and progression effectively. The school offers a very wide range of instrumental tuition including lessons on the violin, flute, classical and folk guitar, descant and treble recorders and an Irish music group. There is also a school choir. There are strong community links with pupils performing at Leeds Town Hall and the Rothwell Festival as well as concerts at the local hospice and for parents. The choir takes part in the liturgy when pupils go to Mass and in the Harvest Festival services. Visits by brass and percussion players enhance pupils’ listening skills and their cultural awareness. Resources are very good. The subject leader is aware that assessment is an area for development and that links to ICT need to be strengthened.

PHYSICAL EDUCATION

128. Standards at the end of Year 2 are above those expected for pupils of a similar age, and by the time pupils reach the age of eleven, standards of attainment are in line with expected levels for pupils of this age. This broadly matches standards found during the previous inspection. The majority of pupils, including those with special educational needs, make good progress and learning is good. This has been brought about by the improved quality of teaching, which is now better than at the time of the last inspection. In all the lessons seen, pupils were enthusiastic and worked willingly at the challenges teachers presented. A good and often very good pace of learning featured in many lessons seen.
129. In Years 3 to 6, pupils experience a range of activities, with a planned emphasis on the games’ element. Standards in games’ lessons are high. Pupils in Year 3 practise throwing and catching skills and develop good eye and hand co-ordination, whilst improving their throwing accuracy skills. Pupils in Year 5 and 6 develop these skills even more rigorously, to achieve a high level of accuracy, which then leads to involvement in competitive High Five netball games. All lessons are characterised by effective warm up exercises. Pupils have a clear understanding of the impact of such exercises on their heart rate and physical well-being. Pupils in Year 4 and 5 participate in swimming activities that require control and power. They improve their own performances

through refinements of technique and the measurement of timed swims over distance. By the time they leave school, almost all pupils are able to swim the recognised benchmark of 25 metres.

130. Pupils enjoy physical education activities and almost all have good attitudes to their learning. For example, in a gymnastics lesson in Year 1, pupils showed very good attitudes, were very active, sustained effort, worked hard and showed tremendous enthusiasm. All pupils work well together, and support and encourage each other. The majority of pupils listen attentively to teachers, follow instructions carefully and have a clear understanding of safety issues.
131. The teaching of physical education is good. Teachers have a good level of subject knowledge, offering individual coaching within lessons and focus their teaching on the improvement of technique. They are good role models, particularly in swimming and games activities, where they demonstrate teaching points. Pupils are encouraged to demonstrate and evaluate their performances, which is an effective way of improving on personal achievements. In the best lessons, teachers share the aims of lessons well, make clear teaching points, give appropriate constructive praise and build in targets for improvement.
132. Whilst it was only possible to observe games, swimming and gymnastic lessons, planning and discussion clearly shows that the school provides an appropriate curriculum covering the full range of requirements with a heavy emphasis on games activities in the upper school. The amount of time spent on physical education is relatively low, to the detriment of the other elements of physical education such as gymnastics and dance. This means that pupils in Year 5 are not taught gymnastic activities. The school is well equipped with resources, and teachers make good use of the playground, and Years 5 and 6 travel weekly to Soldiers Field to develop and practise games' activities.
133. The subject co-ordinator has a high level of professional subject knowledge and has led staff in service training, the impact of which has been instrumental in developing teaching expertise. Risk assessments have been written to give guidelines to the staff, and to ensure the safety of pupils whilst travelling to and from the swimming baths and the playing fields. The school offers a very extensive range of extra-curricular activities, which are run by staff and parents. These contribute significantly to the development of pupils' skills and abilities. Residential visits by Year 5 to Weardale House, County Durham, enhance the outdoors and adventure aspects of the curriculum. In lessons, conducted on the playground at the end of the day, pupils' activities are sometimes restricted because vehicles park close to where pupils are working.