

# INSPECTION REPORT

**KIRKSTALL ST STEPHEN'S C OF E PRIMARY  
SCHOOL**

Kirkstall, Leeds

LEA area: Leeds

Unique reference number: 108043

Head teacher: Mrs L Gillions

Reporting inspector: Mr A Smith  
18037

Dates of inspection: 17<sup>th</sup> - 20<sup>th</sup> June 2002

Inspection number: 245933

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	Morris Lane Kirkstall Leeds
Postcode:	LS5 3JD
Telephone number:	0113 2144630
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Appropriate authority:	The governing body
Name of chair of governors:	Mr K Torode
Date of previous inspection:	May 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18037	A Smith	Registered inspector	Science	What sort of school is it?
			Information and communication technology (ICT)	The school's results and pupils' achievements
			Physical education	How well are pupils taught?
			Equal opportunities	How well is the school led and managed?
				What should the school do to improve further?
19741	T Smith	Lay inspector		Pupils' attitudes, values and personal development
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
19120	D Pattinson	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
			Art and design	
			Design and technology	
			Music	
			Special educational needs	
30439	M Heyes	Team inspector	Mathematics	
			Geography	
			History	
			The foundation stage	

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Alexandra House  
33 Kingsway  
London  
WC2B 6SE.

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Kirkstall St Stephen's is smaller than most primaries and admits pupils from 4 to 11. It is situated to the west of Leeds city centre and serves an area of mainly Victorian terraced housing, many of which are privately rented. The school has 171 pupils on roll, 84 boys and 87 girls. Children enter the reception class with a broad range of attainment but their language, literacy and speaking skills are below, and often well below, what is typical for their age. The school has 27 pupils on its register of special educational needs, below the national average, with eight pupils who have statements of special educational need. There were 19 pupils who joined the school during the last school year. This level of transience means that there is some disruption to the learning of these pupils. The school has three pupils from refugee families and 10 pupils who have English as a second language. Four pupils are at an early stage of learning English and receive extra support. There are 44 pupils eligible for free school meals, 26 per cent of the school population. This is above the national average.

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

This is a good school with very good features. Very good leadership and management by the head teacher and deputy head teacher, very well supported by staff and governors, provide clear direction to the work of the school. Children enter school with attainment that is often below and sometimes well below what is normally expected. However, the school has very high expectations of pupils and teaching is good and often very good. This leads to good learning and, by the age of 11, pupils are attaining average standards in English, above average in science and well above average in mathematics. As a result, the school provides good value for money.

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

- The head teacher and deputy head teacher make a very effective team. They give clear direction to the work of the school and are supported very well by the staff, parents and governors.
- The quality of teaching is good and often very good and this enables pupils to make good progress.
- Standards are rising steadily and consistently throughout the school.
- The school has very good partnerships with parents and the community; parents feel welcomed and supported by the school.
- The attitudes of the pupils are very good and they behave well.
- The provision for pupils' spiritual development is very good.

#### **What could be improved**

- Pupils' spelling and handwriting.
- Standards in music in the juniors.

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

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

The school has made very good improvement since the last inspection in May 1998. The quality of teaching is much improved and no unsatisfactory teaching was seen during the inspection. Teachers have much higher expectations of pupils' attainment, and behaviour has also improved, and is now good both in and out of class. Measures to promote high standards of behaviour now operate effectively. Teachers now have good subject expertise, other than in music where teachers do not have the confidence to teach all of the requirements of the curriculum effectively. Teachers use a good variety of teaching methods, such as teaching the whole class, small groups and individuals to



make sure that they teach all that is required. The school now provides a good curriculum for its pupils in which all subjects required by the National Curriculum are represented. There is a good emphasis on the development of knowledge, skills and understanding in most subjects to ensure that work builds carefully on previous learning for most pupils. This is a substantial improvement on the findings of the last inspection when not all subjects were securely represented and work did not build carefully on previous learning in some subjects. The quality of information for parents has improved significantly and parents now feel well informed about all aspects of the school. Effective procedures to allow governors to deal with complaints are now in place. There is very good commitment from staff and governors to continue to improve the school's effectiveness.

## 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				<i>Key</i>
	All schools			Similar schools	
	1999	2000	2001	2001	
English	C	E	D	B	well above average      A above average            B average                      C below average            D well below average      E
mathematics	C	E	B	A	
science	B	E	A	A	

When children start school, their attainment varies but overall is below what is expected for their age in language, literacy, communication and mathematical skills. They make good progress in the reception class so that by the time they start Year 1, most children are well on the way to meeting the early learning goals. They continue to make good progress in Years 1 and 2 and in the 2001 national tests for seven-year-olds, pupils' performance in writing was in line with the national average, and in reading it was above the average. In both areas it was well above average when compared with schools in similar circumstances. Their performance in mathematics was well above the national average and compared very favourably with similar schools. Pupils' progress is good in Years 3 to 6 and their attainment in the national tests for 11 year-old pupils was below average in English but above the standards of schools with similar pupils. In mathematics standards were above the average and in science well above. Standards in both subjects were much better than similar schools. The trend in the school's results over a four year period has matched the national trend in all these subjects. Inspection evidence is broadly consistent with these levels of attainment in mathematics and science but standards in current work in English are at the levels expected by the end of Year 6 other than in spelling and handwriting where standards are not high enough. The achievement of pupils with special educational needs, those from refugee families and those with English as an additional language, is good in relation to their earlier attainment. Standards in ICT are at the level expected by the end of Year 6. Standards in music are below national expectations for pupils aged 11, but in design and technology they are above. The school met its targets in English and mathematics and is on course to meet its realistic targets for the current year. Whilst standards at this school are rising, the lack of complacency and willingness to improve should take them even higher.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school. They listen carefully to their teachers, or to others who are speaking, and respond sensibly. Pupils settle quickly to each new task given to them, and usually work with purpose and determination.
Behaviour, in and out of classrooms	Pupils' behaviour is good both in and out of class. Pupils clearly know what is expected of them and react accordingly.
Personal development and relationships	The pupils' personal development is very good. They are confident learners who work well independently whenever opportunities arise.
Attendance	Satisfactory. Punctuality is not a problem. Almost all pupils regularly arrive on time and lessons start promptly.

Pupils' very good attitudes result from the school's positive ethos and their response to the caring, family atmosphere in the school. Pupils have very good relationships with each other and with staff. They respond very well to the trust and respect they are shown.

## TEACHING AND LEARNING

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

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

The quality of teaching for the foundation stage is good. The teacher and two support assistants work well as a team. Activities are well planned and offer children a good range of learning opportunities.

In the infants and juniors teaching is good and often very good. The significant improvement in teaching quality since the last inspection has helped to raise standards throughout the school. The teaching of literacy and numeracy skills is consistently good or better. The quality of teaching throughout the school makes a significant contribution to the way pupils acquire new knowledge, develop their ideas and learn new techniques, and how to use them to improve their learning. Teachers' have a good knowledge and understanding of the subjects they teach, other than in music in junior classes. Their planning is good because it clearly identifies what pupils need to learn and this is very well shared with them so that they know what is expected of them. Teachers have high expectations of their pupils and are good at managing pupils' behaviour and participation.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The taught curriculum is broad, balanced and relevant and fully meets the statutory requirements for all subjects.
Provision for pupils with special educational needs	Good. The school ensures that all pupils with special educational needs receive their full entitlement to a broad and balanced curriculum and this has a positive effect on learning.
Provision for pupils with English as an additional language	Good. These pupils, including those from refugee families are very well supported in lessons by additional staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for the spiritual, moral, social and cultural development of pupils. A particular strength, within this area, is the very good provision made for the spiritual development of pupils.
How well the school cares for its pupils	There are good procedures in place for child protection and promoting pupils' well being, health and safety. Class teachers and support staff know their pupils extremely well and have a very good understanding of their individual personal needs.

Relationships between the school and parents are very good. The vast majority of parents consistently expressed an extremely high level of satisfaction with all aspects of the school. Communication between the school and home is good. The partnership with parents enriches the school and has a positive impact on pupils' learning and personal development.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The school is very well led and managed by the head teacher, with the good support of the staff and governors. Subject leaders generally carry out their roles very effectively. They benefit from well-structured opportunities to monitor teaching and learning in their subject.
How well the governors fulfil their responsibilities	The governing body provides very good support and is very involved in the life of the school. Governors have specific curriculum support responsibilities, for example, in literacy, numeracy, ICT and the special educational needs of children.
The school's evaluation of its performance	Monitoring and evaluation of performance is very good. There is a rigorous analysis of standards and frequent checking of the progress towards targets in the school development plan. The school identifies areas of concern in its performance and works hard to bring about improvement.
The strategic use of resources	Very good. There is clear link between development planning and finance. Best value principles are clearly understood and are at the heart of the financial planning process. The school provides good

	value for money.
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The school has a satisfactory level of staffing. Non-teaching staff make a significant contribution to pupils' learning. Accommodation remains adequate to deliver the planned curriculum. It is very clean and well maintained, having recently undergone extensive refurbishment. The quality of learning resources is satisfactory.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children enjoy coming to school</li> <li>• The teaching is good and their children make good progress</li> <li>• They feel comfortable approaching the school with questions or problems</li> <li>• The school expects their children to work hard and do their best.</li> <li>• The school is helping their child to become mature and responsible.</li> <li>• They are kept well informed about how their child is getting on.</li> <li>• The school is well led and managed.</li> </ul>	No points for improvement identified

Parents overwhelmingly support the school and are very appreciative of what it achieves for their children. The inspection team agrees with the very positive views expressed by the parents, and judges the school's partnership with parents to be a strength.

## **PART B: COMMENTARY**

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

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

1 Standards have risen steadily since the last inspection. Pupils make good progress throughout the school, mainly as a result of good teaching. Children enter the reception class with a broad range of attainment but overall it is below what is expected for their age. By the time they leave reception the majority have made good progress, and are well on the way to meeting the early learning goals. This is the result of the effective teaching in the reception class and the good range of activities presented to the children.

2 Since the last inspection, there has been a steady improvement in standards. In the 2001 national tests, standards in English were below those expected of pupils aged 11, but above average when compared to schools with a similar number of free school meals. There has been substantial improvement in mathematics where standards were above and in science where standards were well above the national average. In both subjects standards were well above the levels attained in similar schools.

3 In the national tests in writing for pupils aged seven, standards were in line with the average and above the levels attained in similar schools. In reading, standards were above the average and well above those in similar schools. Standards in mathematics were well above the average and very high in comparison with similar schools. The improvement in the quality of teaching has been the major factor in the rise in standards. In addition, significant improvements in leadership and management have had a powerful impact upon the curriculum, attitudes and behaviour, and pupils' learning.

4 In English, by the end of Years 2 and 6, pupils achieve standards expected of pupils nationally. Most pupils make good gains in learning across all aspects of the subject. Teaching is much improved since the last inspection when some unsatisfactory teaching was seen.

5 In speaking and listening, most pupils make sound gains in learning. By the end of Year 2 pupils usually listen carefully and make relevant responses to questions. Year 6 pupils talk and listen confidently in a broadening range of contexts. In reading, inspection findings show that pupils perform close to the national standards by the end of Year 2 and Year 6, and that most pupils make good progress as they move through the school.

6 In writing, pupils' attainment is in line with national levels by the end of Years 2 and 6 and the progress of pupils in the development of writing skills is good as they move through the school. However, too little attention is given to spelling and handwriting. Standards and styles of handwriting are unacceptably varied, and this does not lead to consistently good presentation or ease of writing fluency. Approaches to the teaching of spelling are not consistent.

7 Standards in mathematics have improved significantly since the last inspection. Standards in current work are above the level expected of pupils in Year 2 and well above expectations in Year 6. This is due to very good teaching, which results in pupils' achievements in lessons and over time being very good.

8 Standards in science have improved steadily since the last inspection. This is the result of the school placing greater emphasis on allowing pupils to plan investigations in their science activities

and much of the pupils' knowledge and understanding in science is gained through such effective investigations. Inspection evidence indicates that by the time they are seven their attainment is at the level you would expect for their age and when they leave the school it is above expectations.

9 Standards in ICT are at the expected levels for pupils aged seven and 11. This represents good improvement since the last inspection when there were some areas of weakness, particularly in the junior age range. Standards have risen as a result of good teaching and effective subject leadership. The use of ICT to support work in numeracy and literacy and most curriculum areas is effective.

10 Standards in physical education, history and geography, art and design are broadly typical of what is expected nationally by the end of Years 2 and 6 while in design and technology standards are above. Standards in music are as expected for pupils aged seven, but are below national standards for pupils aged 11. This is because not all teachers have the confidence or the necessary expertise to teach all the requirements of the curriculum effectively. As a result, weaknesses from the last inspection have not yet been fully overcome.

11 Pupils with special educational needs and those who speak English as an additional language make good progress towards the targets set for them. This is because teachers ensure that work is carefully matched to pupils' needs in English and mathematics. They track their progress well to give them a chance to succeed. Some pupils receive regular help from dedicated and able support staff. In addition, relationships are good throughout the school, and pupils' work is always valued which encourages them to try harder.

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

12 Attitudes to learning have improved since the last inspection and are now very good. The vast majority of pupils enjoy school, are interested and ready to work. They listen carefully to their teachers, or to others who are speaking, and respond sensibly. Pupils settle quickly to each new task given to them, and usually work with purpose and determination. A good example of this was observed in a Year 1 personal, social and health education lesson where they were very keen to learn about growth and change.

13 Behaviour has also improved, and is now good both in and out of class. Pupils clearly know what is expected of them and react accordingly. Pupils with identified behavioural problems are managed effectively and given well-targeted extra support by the Learning Mentor if this course of action is considered necessary. No incidents of bullying or aggressive behaviour were noticed during the inspection, but are handled well whenever they do occur. Exclusions remain very low and are dealt with properly when they are deemed necessary. Pupils care for their school and show due respect for its fabric, fittings and resources.

14 Pupils' personal development remains good. They are confident learners who work well independently whenever opportunities arise. The youngest children in the reception class are well settled into school life and are developing good work habits. Pupils clearly understand the impact of their actions upon others and show good levels of respect for their feelings, values and beliefs. This is very evident in assemblies when they sit in silence during moments provided for prayer and quiet reflection. Opportunities for pupils to take on responsibility around school have increased since the last inspection. Pupils willingly accept them and exercise the duties sensibly. The newly formed school council is a good example of this, with pupils having already been successful in getting the toilet areas refurbished.

15 Attendance has fallen slightly since the last inspection but, overall, is broadly around the national average. Last year's quoted figures are much lower than usual because they were adversely affected by a few poor attenders, who have now left the school. Unauthorised absence remains around the national average. Punctuality is not a problem. Almost all pupils regularly arrive on time, and lessons start promptly.

## HOW WELL ARE PUPILS TAUGHT?

16 The quality of teaching is a strength of the school. Teaching is good overall, with a significant proportion of very good lessons. The teaching of literacy and numeracy skills is consistently good or better. Teaching in other subjects is never less than satisfactory and is mostly good or better. The significant improvement in teaching quality since the last inspection has helped to raise standards throughout the school. The staff have worked hard to achieve the 'Basic Skills Quality Mark'.

17 Teachers have a good knowledge and understanding of the subjects they are teaching, other than in music where teachers lack confidence and expertise particularly in the junior classes. This restricts learning opportunities in the subject. In addition, the teaching of spelling and handwriting is inconsistent and this prevents pupils from making the best possible progress. Good knowledge is used in good lessons to extend pupils' understanding by the use of effective introductions to motivate pupils to begin their tasks. For example, all numeracy lessons begin well with a snappy session of mental mathematics that motivate the pupils and stimulate their thinking skills for the main part of the lesson.

18 Teachers explain new areas of learning clearly so that pupils' learning is improved. For example, in a Year 5 science lesson, the teacher made very good use of a whiteboard to introduce and explain a lesson on the pollination of flowers. The very effective pace, purpose and clarity of this introduction enabled pupils to make good progress in their learning as they knew exactly what was required of them. Teachers make very effective use of time at the end of lessons to review learning. This gives a valuable opportunity for teachers to praise achievements and to note what needs to be done in the next lesson.

19 Teachers have high expectations of their pupils and manage pupils' behaviour well. They ensure that pupils listen well and do not speak while the teacher is speaking. They plan their lessons well. They structure their lessons to follow the national guidelines in English, mathematics and science and this ensures that pupils' learning progresses systematically. They teach the basic skills in literacy and numeracy successfully and, as a result pupils make good progress in these vital areas throughout the school. They also effectively develop basic skills in other subjects. For instance, they effectively extend pupils' speaking and listening skills in science investigations and in whole class discussions about personal and social issues. Teachers have good questioning techniques that require pupils to think out their answers carefully and to express them in good English. In a mathematics lesson, for example, pupils in the Year 5 class were very successful when discussing approaches to solving problems involving the use of digit cards to convert units of measurement by multiplying and dividing 3 to 4 digit numbers by 100 and 1000. The use of ICT to support work in numeracy and literacy and other curriculum areas is an effective element of the school.

20 Teachers assess pupils' progress well and understand their needs. Pupils are regularly assessed in English, mathematics and science using a variety of approaches to help teachers to identify what pupils know and understand. They maintain records conscientiously of how pupils are performing in tests and other assessments. In their planning, teachers allow for pupils' differences in ability by sensibly adapting the work or by scheduling extra help with support assistants. Teachers ensure that support assistants are clear about their roles in the classrooms and this means that little time is lost during lessons and that help is well focused.

21 Teaching is particularly effective because of the strong relationships that exist between teachers and pupils. Teachers are very good role models and they are effective at managing pupils' behaviour and participation. They do this partly by applying school rules firmly and fairly, but also by capturing their interest in well thought out lessons. They value pupils' contributions greatly and, as a result pupils are appreciative and try their best for the teachers. This atmosphere of mutual respect



enables teachers to set work, comfortable in the knowledge that the pupils will tackle it purposefully without the need for constant supervision.

22 Time and resources are used very well. Lessons start promptly and are generally well paced allowing for quick responses and also more extended periods for concentrated work. Pupils are effectively encouraged to develop good enquiry skills, as demonstrated by Year 4 pupils who asked very interesting, perceptive questions about conduction when they tested to see which materials will allow electricity to pass through them. Resources are well prepared and used effectively to promote learning. In the infants resources are chosen carefully to meet the needs of the pupils, for example the use of big books in the literacy hour and mathematical games in numeracy lessons.

23 The teaching of pupils with special educational needs and those who do not have English as their first language is good. This is because most individual education plans are targeted carefully to help pupils to learn. Most teachers use a wide range of successful strategies to motivate, involve and challenge pupils and regularly monitor the progress pupils are making towards achieving their targets. Records are well maintained and regularly updated to enable teachers to carefully track progress. Teachers work well with support staff to provide extra teaching in small groups to address specific needs in language. Support assistants are well organised, well prepared and skilful in teaching and reinforcing basic skills sensitively.

24 Throughout the school, teachers give homework that has a positive impact upon pupils' reading, spelling and learning of number facts. Homework is sufficient in quantity, taking into account the amount of work achieved by each pupil during the school day. The marking of pupils' work varies; in some classes teachers make very helpful comments in pupils' books and give good guidance on how to improve their work. However, other books contained unchecked spelling and mathematical errors, and poorly presented work, where handwriting and punctuation was unsatisfactory.

25 The good teaching, combined with the very good attitudes displayed by pupils, enables them to make good progress in their learning. Because tasks are generally matched well to prior attainment and the assessment of their work informs the next stage of learning, they extend their knowledge and understanding systematically. They are confident, enthusiastic learners because they are provided with a secure environment where their efforts are valued. They have a clear understanding of what they are learning, where they have made mistakes and what to do next, because teachers share this with them.

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

26 The school provides a good curriculum for its pupils in which all subjects required by the National Curriculum are represented. There is good emphasis on the development of knowledge, skills and understanding in most subjects to ensure that work carefully builds on previous learning for most pupils. This is a substantial improvement on the findings of the last inspection when not all subjects were securely represented and work did not build carefully on previous learning in some subjects. Teachers use different methods, such as teaching the whole class, small groups and individuals to make sure that they teach all that is required.

27 Minor weaknesses still exist, which prevent pupils from making the best possible gains in learning. Pupils do not make good progress in music because the scheme of work is not yet well matched to pupils' needs and abilities. Teachers do not give enough emphasis to encouraging pupils to make their own music or to learn about the work of famous musicians. This is largely because they are not all equally confident teaching these areas of the curriculum. Drama is not used enough as a

tool for developing pupils' language skills. The teaching of spelling is not consistent across the school, which is hindering learning for some pupils. The school has raised the profile of ICT since the last inspection, but there is still scope for its increased use in some other subjects, such as design and technology.

28 The curriculum places good emphasis on the development of speaking, listening, reading and writing skills within English and number skills within mathematics. The National Strategies for Literacy and Numeracy are now clearly embedded in the school's work, and are helping to raise standards in English and mathematics. Number work is represented in some other subjects, such as geography, and this is helping pupils to realise its importance in their daily lives. Teachers promote well the development of literacy skills in subjects, such as history, and this is helping to improve pupils' knowledge and understanding of written English.

29 The quality and range of learning for children in the reception class is good, and takes account of the early learning goals. Children take part in a wide range of planned and carefully structured activities and experiences, which give them a good start to their education.

30 The curriculum is well organised to meet the needs of pupils with special educational needs, enabling them to make good gains in learning over time. This is similar to the findings of the last inspection. Work is almost always matched to their particular needs, and where additional support is available, it is carefully targeted to ensure that pupils make the best possible progress.

31 The school continues to promote good links with the local community, and uses them well to promote learning. A series of outdoor visits and a regular stream of visitors extend the curriculum as well as providing valuable first-hand experiences for pupils. Residential visits for the older children help them gain confidence. Links forged with the leisure centre and other sports clubs in the area make valuable contributions to physical education. The school has not yet, however, created any useful business links although it is actively involved in the Kirkstall Valley environmental project. Close links have also been maintained with the church, with the vicar playing an important role in school life, particularly in assembly.

32 The large number and wide range of visits and visitors, which support the curriculum, is a strong feature of school life. For example, pupils visit Clarke Hall, Kirkstall Abbey and Tropical World, and an annual residential visit to Cober Hall, near Scarborough for older pupils, extends their learning. A large number of visitors, such as representatives from West Yorkshire Playhouse, Opera North, and an artist's workshop, help to further enrich pupils' learning experiences. There are many opportunities for pupils to use the locality to develop important skills to bring subjects to life, such as in geography and history. A good number of well-led clubs and activities appeal to the interests of pupils. Clubs, such as choir, recorders, cricket and tennis, are well supported and greatly appreciated by pupils.

33 Teachers make every effort in all lessons and activities that support the curriculum to ensure that the contributions of all pupils are valued and celebrated. Pupils with special educational needs take a full part in the life of the school, and work is almost always matched to their specific needs, especially in English and mathematics. All pupils learn to respect one another and support each other's learning. The school successfully provides learning opportunities for all pupils, whatever their age, ability, background or ethnicity, to help them make mostly good gains in learning as they move through the school.

34 Teachers give good emphasis to pupils' personal, social and health education. There are good opportunities in some subjects for pupils to develop their ability to speak clearly and confidently

and to listen attentively, and this is contributing to their personal development as well as their learning. All elements are strongly represented, and are soon to form part of a carefully structured programme to enable teachers to assess its full impact on pupils' development. Pupils become good citizens by supporting local and national charities. They learn to respect each other's points of view through regular discussions about issues, which concern them, such as about dangers in the wider world. Pupils develop an awareness of the need for rules based on safety, protection and fairness. They learn how to relate to others and work effectively as part of a group in activities, such as in design and technology projects. Sex education is included in the school's health education programme, and follows agreed approaches. Older pupils learn about the use and misuse of drugs. The health education programme in science makes pupils aware of a healthy diet, hygiene and exercise for maintaining a healthy life style.

35 The community makes a good contribution to pupils' learning. Parents help the school in a wide range of ways, such as by setting up a school web site, helping to organise the library and hearing pupils read. There are regular visits from representatives of the police and fire services. Groups of pupils regularly attend Leeds Rhinos Study Support Centre. The school is working with a local museum to provide educational resources, from which pupils will benefit. There are very good links with a local organisation to help improve the environment. However, links with business, to develop an understanding of the world of work, are not given enough emphasis.

36 Links with neighbouring schools are good. There are firmly established links with the schools to which most pupils move at age 11, which help to ensure a smooth transition for pupils at the end of Year 6. The family of schools, to which the school belongs, works well together, such as by organising joint sporting events and by organising extra after school activities, such as kite making and circus skills for its pupils, led by experts in these areas. The local teacher training college has praised the quality of the mentoring of its students by teachers at the school.

37 The overall provision for pupils' spiritual, moral, social and cultural development is good. This provision is embedded in the Christian ethos of the school and is a contributory factor to the pupils' good behaviour and effective learning. There have been some significant improvements in these areas since the last inspection.

38 Spiritual development is very good. Personal, social and health education, whole class discussions and assemblies all provide pupils with very good opportunities for reflection, for example, on 'friendship' and 'love'. Acts of collective worship are very effective spiritual occasions in which the pupils are successfully encouraged to think and reflect on a wide range of issues that affect them and others around the world. For example, in one assembly led by the vicar, they were asked to consider how the actions of an individual pupil could make other pupils unhappy, or how the world is under threat from pollution and wars, and how they can be healed by a belief in God and the Christian faith. In religious education, pupils are given insights into the values and beliefs inherent in Christianity as well as those of other peoples around the world, through different faiths and comparing the festivals and celebrations in each. In the reception class, the children are given many opportunities to reflect on the awe and wonder of the world around them as they learn about the wonders of nature such as the life cycle of chicks, and frogs.

39 Moral development is strongly promoted throughout the school. Pupils are successfully taught the difference between right and wrong, and about the impact their actions have on other pupils or adults. The school expects all those involved with it to follow its clear code of conduct and all the staff provide good role models for the pupils. The school effectively promotes an ethos that fosters good behaviour, good citizenship and good relationships between all staff, between staff and pupils and amongst themselves. Care and respect for property and each other is an integral part of this provision

and ensures that a harmonious community exists at all times. This helps to promote an effective learning environment in which pupils can work and play free from any form of harassment or oppressive behaviour. It also has a positive effect on the pupils' behaviour in lessons, reflected in the teachers' high expectations of the pupils, and the pupils' positive responses to these.

40 Pupils' social development is also effectively promoted and fostered in the school. Many opportunities are presented to work together during lessons, to be independent and to take increasing responsibility for themselves, for their learning and for others as they move through the school. For example, in history lessons when researching and sequencing evidence, or in a mathematics lesson when looking for number patterns to develop their investigative skills. The school effectively fosters the pupils' self esteem by encouraging them to believe in themselves and in their ability to do well. There are a number of Year 6 pupils who are given responsibilities within the school such as helping younger pupils and answering telephones at lunchtimes. The Year 6 residential visit to Cober Hill further enhances this provision, as do many other opportunities pupils have to participate in out-of-school activities both at the end of the school day and in the locality of Kirkstall. There is a school council, which enables pupils who represent their class to take responsibility for a range of issues within the school environment. For example, the school council was responsible for the redecoration of the pupils' toilets. The house system and the awarding of team or house points contributes effectively to good social development because the pupils know that points can be deducted for unsocial or unacceptable behaviour and are anxious that this does not happen.

41 Cultural development is effectively promoted in many areas of the school's life. Visitors to school, visits out of school and participation in local events successfully introduce pupils to their British heritage and is extended by their learning across a range of subjects, for example, music, art and design, geography, history and religious education. Pupils also learn about the richness and diversity of the cultures that exist in the world through, for example, the study of world faiths and the effect they have on the lives of the people that follow them. For example, a Jewish visitor came into school and talked about the lifestyle of what it means to be a Jew. In addition, visits to a local mosque, and displays in school, for example, in Year 1 celebrating the festival of Divali, help foster and develop pupils' awareness of the diversity of cultures. Later this year the school is taking part in 'One World Week' to celebrate the different faiths and cultures found in the world, and further enhance the pupils' cultural experience.

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

42 Arrangements for ensuring pupils' general welfare have improved since the last inspection and are now effective. Pupils are supervised carefully throughout the day, particularly in the awkwardly spaced playground areas, and the working practices adopted by all staff are good. Health and safety checks now include a full risk assessment programme, which is carried out regularly and well documented. Child protection procedures operate properly, with a teacher having designated responsibility for liaising with outside agencies.

43 Procedures for monitoring and supporting pupils' personal development have also improved, and are now good. Measures to promote high standards of behaviour, which were raised as a key issue for development at the last inspection, now operate effectively. A suitably structured system of rewards and sanctions has been put in place and is implemented consistently by all staff. Lunchtime supervisors are now appropriately trained for their roles, and are involved in staff discussions about behaviour management. In addition to this, pupils with identified behavioural problems are given good, targeted support from the Learning Mentor. The school is also doing a lot more to promote pupils' personal development generally by offering more opportunities for them to take on responsibility. The establishment of a school council is a good example of this.

44 The school's arrangements for monitoring pupils' academic performance are good. Pupils are regularly assessed in English, mathematics and science using a variety of approaches to help teachers to identify what pupils know and understand. There is an assessment calendar to help ensure that teachers follow agreed time scales and procedures. Teachers maintain records conscientiously of how pupils are performing in tests and other assessments. However, in most other subjects, pupils' progress in the development of knowledge, skills and understanding is not consistently tracked and recorded. This is because agreed assessment procedures have only recently been introduced and have yet to make an impact.

45 The school makes good use of commercial and national tests to assist in the monitoring process. Data from tests and other assessments is being used increasingly to inform teachers' planning to help ensure that pupils of different abilities are given work suited to their needs to help them make good gains in learning. It also helps teachers to establish priorities for development and to plan work for different abilities, and place pupils within classes in groups by ability so that work can be more precisely matched to their needs. Teachers quickly discover what pupils know and understand and obtain information to help set targets for all pupils in reading, writing and mathematics to help give them greater ownership in their own learning. It enables the school to compare their own school's performances with that of all schools nationally as well as similar schools. Also they compare the performances of different groups of pupils, such as those for whom English is an additional language, to check that they are making the best possible progress and assess work against learning targets and National Curriculum levels.

46 The work of pupils with special educational needs is carefully monitored and regularly assessed by teachers and support assistants to enable them to make good progress towards meeting the targets on their individual education plans. Regular reviews of pupils' progress helps to ensure that most work is suited to their needs. Outside agencies are involved as required to help meet their specific targets.

47 There are good procedures to monitor and support the personal development of the pupils. The head teacher meets all class teachers each term to discuss personal targets for individual pupils or a group of pupils. Parents are kept informed of these targets so that they can assist and motivate their children to meet them. These are based on the teachers' good knowledge of individual or groups of pupils, and the support provided by the Learning Mentor who is currently targeting barriers to learning with pupils with specific needs in the school. This information is used effectively to develop the personal attributes of pupils such as confidence, initiative, taking responsibility, social skills, moral skills and the making of choices, to raise their self-esteem. There are good relationships with the external agencies such as the social services, education welfare officers and school psychologists to help pupils meet their personal targets. These procedures ensure that pupils become increasingly independent, self confident and knowledgeable about themselves as they move through the school.

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

48 Parents express very strong support for the school, and generally hold it in high regard. Links with them have improved since the last inspection and are now effective. As a result, these links make a good contribution to pupils' learning.

49 Parents are kept well informed about their children's progress, with annual reports continuing to provide a clear picture of their achievements. However, they do not all identify the areas where improvements could be made. On-going correspondence keeps parents fully informed about life generally in school and is now supplemented by half-termly information sheets from teachers about

classwork and group targets. The prospectus and governors' annual report meet requirements and, in addition, a proper complaints procedure has now been implemented. Details of it have been circulated to parents. Parents of pupils with special educational needs are kept fully informed and advised about all developments.

50 A few parents help out in school on a regular basis. One, for example, who is a trained rugby coach, assists with sporting activities at the leisure centre, whilst another is currently producing a web site. Class assemblies and consultation evenings are well attended and there is good support for the activities arranged by the Parent Teachers Association, which continues to give generous support to the school. Recently, for example, it has raised funds to help with the costs of redecorating the hall. The school also puts on regular courses for parents, which are well supported by them. The latest ones have focused on literacy and numeracy and there are now plans to run a further series to help support behaviour at home.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

51 The school benefits from very good leadership by the head teacher and deputy head teacher. They make a formidable team and have been very influential in the raising of standards in the school. The head teacher was appointed shortly after the previous inspection and has been a major factor in subsequent school improvement. She cares very strongly about the school, the staff and the pupils and has been very effective in creating and maintaining a harmonious staff team and school environment, which reflects most strongly the school aims. The high quality of teamwork is a key to the effectiveness of the school. All staff share a commitment to improving pupils' standards of work and behaviour. As a result, the school is a pleasant well-ordered and happy community, and an industrious learning environment. The head teacher has a clear view of the school's strengths and weaknesses and works very well with staff and governors to identify priorities for school development.

52 The school has a clear set of aims and values that are shared by pupils, staff, parents and governors. The head teacher adopts a management style, which ensures that the views of all staff are heard and valued and, as a result, all staff work together well as a team and the day-to-day management of the school is very effective. They are well supported by efficient school secretaries who make a very good contribution to the life of the school. The head teacher manages and monitors the school's finances well. The head teacher and governors work very hard to rigorously apply the principles of best value. Grants given to the school, for example to support pupils with special educational needs are used well. The school has effectively implemented the recommendations of the most recent audit inspection by the local education authority.

53 Governors are very interested in, and supportive of, the school. An effective committee structure is in place and some governors have specific curriculum support responsibilities, for example in literacy, numeracy, ICT and the teaching of pupils with special educational needs. This is an improvement from the last inspection. The governors are fully involved in the construction of the school development plan and have a good understanding of the strengths and weaknesses of the school. In addition, governors play an active part in the daily life of the school, for example when the vicar visits to take school assembly.

54 The school development plan provides a useful framework for managing improvements and is based on an accurate analysis of what the school does well and where it needs to improve. The priorities are clearly identified and are monitored regularly to ensure that targets are met. In addition, the school has improved longer term financial planning so as to target resources more specifically within the school development plan.

55 The school has very effective systems for monitoring and evaluating the quality of the curriculum, and of teaching, and sharing the information gained. The head teacher monitors the work of teachers on a regular basis and therefore has a clear picture of what is working and where additional support is needed to secure improvements. Subject leaders have good opportunities to monitor teaching and learning in their subjects. The head teacher carries out effective analysis of the results of school based and national tests, and this is enabling the school to track the progress of individuals and groups of pupils and to set realistic but challenging targets. As a result standards are improving steadily and the school is able to pinpoint areas for further development.

56 The head teacher gives an appropriate degree of responsibility to the subject leaders and this ensures that they make a very effective contribution to school management. They have a good understanding of strengths and weaknesses in their subject area. They give very effective support to colleagues in planning the work for pupils to ensure a consistent approach to teaching. As a result,

there have been significant improvements to teaching and learning and the development of a shared commitment to raising standards.

57 Issues relating to special educational needs are managed well. This is because the co-ordinator has clearly defined roles and responsibilities to oversee this important area. The special educational needs register is regularly updated and records are carefully maintained.

58 Classroom assistants provide very good support for pupils with special educational needs. They are well trained, work well, have clear responsibilities and are greatly valued. Most are well informed about the nature and range of disability, which helps pupils make good gains in learning. The governor for special education is fully involved and informed of day-to-day developments, and has a very good overview of this area.

59 Financial planning is good and is closely linked to the educational priorities identified in the school development plan. Financial control and day-to-day administration of the school are good and the school makes effective use of new technology. The head teacher and governors are keen to get the best value for pupils in all resources and services and gather information before financial decisions are taken. All resources devolved to the school are used well to support teaching and learning. Given the low attainment of many children on intake, the good teaching and the high quality learning opportunities, the good progress made by pupils and the improving standards, the school provides good value for money.

60 Resources are generally satisfactory in quality and quantity throughout the school. There is a good match of staff to the demands of the curriculum. However, some teachers are not yet confident teaching some elements of the curriculum, such as in music. This is preventing pupils from making the best possible gains in this subject. There are very good arrangements for mentoring new and training teachers, which help ensure that they are very well supported and are quickly made familiar with the school's agreed approaches and routines. Professional development is high profile in the school's work, usually focuses on the school's priorities or on targets identified in the annual review of teachers' performance.

61 Accommodation remains adequate to deliver the planned curriculum. It is very clean and well maintained, having recently undergone extensive refurbishment. Classrooms are of sufficient size for the number of pupils in them, and are suitably furnished. They are also made generally welcoming and attractive by the presence of good quality displays of pupils' own work. Outside, playground space is rather limited and awkwardly distributed around the building owing to the tightly restricted area of the site. However, the school has made every effort to improve the playground environment with attractive playground markings and equipment.



## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

62 The school has made very good improvement since the last inspection. However, in order to raise standards even further the head teacher, staff and governors should:-

Improve pupils' handwriting by:

- making sure that all teachers adopt the same approach to teaching handwriting,
- making sure that the skills taught in handwriting lessons are used consistently in all writing activities.

(Paragraph numbers 6,17,24,89)

Improve pupils' spelling by:

- making sure that all teachers adopt the same approach to teaching spelling.

(Paragraph numbers 6,17,24,27,89)

Raise standards of music in the juniors by:

- improving the confidence of the teachers to teach music,
- making sure pupils have opportunities to compose and perform music.

(Paragraph numbers 10,17,27,123)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

49
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Number of discussions with staff, governors, other adults and pupils

24
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### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	24	19	0	0	0
Percentage	0	12	49	39	0	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two, percentage points.*

### *Information about the school's pupils*

#### **Pupils on the school's roll**

YR – Y6
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Number of pupils on the school's roll (FTE for part-time pupils)	171
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171
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Number of full-time pupils eligible for free school meals	44
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44
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*FTE means full-time equivalent.*

#### **Special educational needs**

YR – Y6
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Number of pupils with statements of special educational needs	8
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8
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Number of pupils on the school's special educational needs register	27
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27
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#### **English as an additional language**

No of pupils
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Number of pupils with English as an additional language	10
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10
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#### **Pupil mobility in the last school year**

No of pupils
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Pupils who joined the school other than at the usual time of first admission	19
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19
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Pupils who left the school other than at the usual time of leaving	15
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15
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### *Attendance*

#### **Authorised absence**

%
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School data	7.13
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7.13
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#### **Unauthorised absence**

%
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School data	0.17
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0.17
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National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	16	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	16
	Girls	15	15	15
	Total	28	29	31
Percentage of pupils at NC level 2 or above	School	90% (77%)	94% (92%)	100% (92%)
	National	84% (83%)	86% (84%)	91% (90%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	16	16
	Girls	15	15	15
	Total	29	31	31
Percentage of pupils at NC level 2 or above	School	94% (92%)	100% (85%)	100% (77%)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	17	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	15
	Girls	14	12	15
	Total	27	27	30
Percentage of pupils at NC level 4 or above	School	82% (70%)	82% (60%)	91% (77%)
	National	75% (75%)	71% (72%)	87% (85%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	15	15
	Girls	13	10	12
	Total	25	25	27
Percentage of pupils at NC level 4 or above	School	76% (68%)	76% (68%)	82% (68%)
	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	1
Black – African heritage	1
Black – other	5
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	0
White	142
Any other minority ethnic group	2

*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 – Y6**

Total number of qualified teachers (FTE)	7.6
Number of pupils per qualified teacher	22.5
Average class size	24.4

#### **Education support staff: YR – Y6**

Total number of education support staff	10
Total aggregate hours worked per week	269.50

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000-2001
	£
Total income	491,550
Total expenditure	496,600
Expenditure per pupil	2,871
Balance brought forward from previous year	45,690
Balance carried forward to next year	40,640

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	3.5
Number of teachers appointed to the school during the last two years	3.5
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	171
Number of questionnaires returned	39

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	36	0	0	0
My child is making good progress in school.	69	28	0	0	3
Behaviour in the school is good.	31	59	5	0	5
My child gets the right amount of work to do at home.	36	54	5	3	3
The teaching is good.	56	39	3	0	3
I am kept well informed about how my child is getting on.	54	36	8	0	3
I would feel comfortable about approaching the school with questions or a problem.	82	18	0	0	0
The school expects my child to work hard and achieve his or her best.	67	31	3	0	0
The school works closely with parents.	46	49	3	3	0
The school is well led and managed.	59	39	0	0	3
The school is helping my child become mature and responsible.	62	36	0	0	3
The school provides an interesting range of activities outside lessons.	58	29	3	3	8

## **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**

63 The provision for the youngest children in school is of good quality, and is a good improvement on the findings of the previous inspection. This can be attributed to the good quality of provision and teaching found in the reception class. The current reception class of 15 children started school in September.

64 When the children start school, their attainment varies but overall is below what is expected for their age in all six areas of learning. A significant number of the children have limited general knowledge and social skills, but there are some who are at a more advanced stage of development. On entry to the reception class most of the children have difficulties communicating and have a narrow range of vocabulary. Two children have statements for special educational needs.

65 There is a phased programme for children starting in the reception class. In the first week they attend part-time, and the second week they stay for lunch, and then become full-time in the third week. The teacher and support staff undertake home visits to familiarise themselves with individual children and their particular needs. Each child has a handbook, which is completed to assist with successfully settling the child into school. The class teacher uses long-term planning of all six areas of learning from which half-term plans are taken to provide weekly plans. The head teacher monitors targets in all six areas of learning which are set early in the spring term and at the end of the summer term.

66 The children's achievement is good because of the overall quality of teaching and provision, particularly in communication, language and literacy and mathematical development. The teacher and two support assistants work well as a team and inspection evidence shows that most of the children are on track to attain the standard expected for their age in all six areas of learning by the end of the reception year. A scrutiny of this year's work reveals that high attaining children in the class are attaining above expectations in reading, writing, number and scientific aspects of knowledge and understanding of the world where they are working towards the first stage of the National Curriculum.

### **Personal, social and emotional development**

67 As a result of good teaching children make good progress in this area of learning as the teacher has worked hard to ensure they meet her high expectations of them to follow class rules and routines, such as putting up their hands to speak or wearing an apron when working with paint and glue. Most of the children show that they have already attained the standard expected, particularly in the early learning goals for dispositions, attitudes, behaviour and self-care.

68 The children are confident as they know the routines and they show a good level of maturity in getting what they need and tidying things away with few reminders from adults. They are happy to come to school and their parents commented on how well they had settled and were enjoying school. The children understand what is right from wrong and most show a good degree of tolerance of those children who find it hard to sit still for long or are clumsy as they move round.

69 The children are curious about what is going to happen and are keen to learn. They much enjoy activities such as counting with actions, singing, physical activities and retelling their experiences in circle time. A strength of the provision is the chance for the children to develop their skills in

working with other children. For instance in a games lesson, the children worked well together and waited until each other had finished before starting their task with the bat and ball.



## **Communication, language and literacy**

70 The children's learning is good as the quality of the teaching and provision is good. Most children will attain the standard expected by the end of the reception year and the higher attaining ones are working beyond this in speaking, listening, reading and writing. Every opportunity is taken by all adults in the class to talk about the purposes and format of writing. They provide daily reading and writing challenges to reinforce and develop the children's awareness of stories and themes. For example, at the end of a writing session the class teacher listens to a group of children read.

71 Most of the children develop good language skills. They chat easily and listen attentively to others. During a circle time lesson when an individual child spoke the rest listened carefully and quietly. Through daily well-structured class and group literacy sessions, the children have made good progress in sharing books, recognising and writing letters and words. For example, they can independently write letters and words using appropriate upper and lower case letters. The children like stories and can talk about them. For instance, high attaining children can write unaided sentences such as 'Once upon a time'. Effective use is made of ongoing activities to promote writing. For example, the children are asked to write as much as possible in their play and free activities. Good use is also made of computer programs and tapes to help the children identify letters, sounds and listen to songs, rhymes and stories.

## **Mathematical development**

72 As a result of good teaching in mathematics lessons, the children are achieving well in learning to count and calculate numbers. Most are well on the way to meeting the early learning goals in this area and the higher attaining children are starting to work towards the National Curriculum. At the end of the reception year, many are confident in number to 20 and are beginning to record number sums formally.

73 The teacher prepares good resources for mathematics sessions and places appropriate emphasis on getting the children to explain their thinking. As a result, the children are learning about number, using money and measuring using non-standard measurements. For example, in a lesson on measuring the height of different children, the teacher invited the class to predict 'how many pencils will that be?'

74 The children can confidently chant and count numbers up to 20, and with the help of a 100 number square count in 10s forwards and backwards to 100. In recording their number work more able children can add or take a number off a total, and write their name five times. Less able children can draw one more than 2, 3 and 6 using dots.

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

75 The children are making good progress in developing their understanding of the world around them. Through the good teaching and use of the immediate school environment the children are quick to make connections between new information and what they already know and are curious to find out about new things. This was seen in a lesson in which pupils were encouraged to find out about the different sounds inside and outside the school building. Effective questions by the teacher such as 'Can you hear the birds?' ensured every potential opportunity was exploited to help develop the children's listening skills. The teacher also asked the children why there was a difference between a 'quiet' and 'loud' noise. This helped in prompting the children's reasoning and thinking, to give possible answers or hypotheses.

76 The teacher has good ideas to spark the children's interest and over the year the children take part in a good range of activities, in and out of the classroom. For example, they have completed 'Wooden Crosses' which are displayed on the class wall, and the children have also completed designs, which show how they intended to make them. Such activities give the children the opportunity of using tools and techniques, and they also see how this fits into their work in following the religious festivals of the church. Most of the children can confidently use the computer mouse and tape recorder, and the more able children can also use key function words such as 'rewind' or 'eject'.

### **Physical development**

77 Good teaching enables children to progress well in learning to use and move their bodies and many have already met the standard in the early learning goals for movement and sense of space. Most are well co-ordinated for their age and show maturity, skill and good control in balancing and stepping between people as they move out of a group. In a lesson in the hall, they carefully looked where they were going to avoid bumping into others. They know that exercise makes their heart beat faster and that they need to warm up before vigorous exercise. In a games lesson children could hold a bat and ball to strike the ball between two markers showing good hand and eye co-ordination.

78 In an outdoor play lesson children could control wheeled toys and showed a good awareness of space and people around them. They could effectively control and use a range of small equipment such as a small plastic ball to knock a plastic skittle down with. They also have good skills in managing small hand and finger movements such as cutting and forming their letters and numbers.

### **Creative development**

79 The quality and range of provision are good. This is due to the quality of teaching and planning which provides children with the opportunities to explore and develop their ideas in music and art. Most of the children are on line to meet the expected standard by the end of the reception year.

80 Over time, the children develop drawing, painting and printing skills. They are taught how to mix colours and to use different media such as powder paint, pencil and felt tip pen. The class teacher and classroom support assistants work alongside small groups of children to encourage and help them complete a piece of work. This was seen in a language lesson, when completing a 'Gingerbread Man' as part of their work in writing. Children have also completed 'Wolf Masks' in which they have mixed paints and used felt tips, and put an elastic holder on to hold it to their faces. The children can use their voices expressively to chant rhymes and songs. They can also clap out beat using their hands and knees. The children use their imagination in their play activities. They create their own scenarios drawing on their experiences and using different props.

## **ENGLISH**

81 Inspection findings indicate that standards in English are close to national levels by the end of Years 2 and 6.

82 Overall, most pupils make good gains in learning across all aspects of the subject. Teaching is mostly good across the school. This is an improvement on the findings of the last inspection, when unsatisfactory teaching was seen. Learning opportunities are carefully structured to enable pupils of different abilities to build on their knowledge, skills and understanding, as they move through the school. The school's current focus on improving pupils' ability to write for a range of purposes is helping standards in writing to rise. Pupils have targets in reading and writing to help them focus on what is needed to improve. Most pupils enjoy English lessons and show good attitudes to learning.

Displays help to celebrate pupils' work, extend vocabulary and stimulate interest. The development of reading skills, often through well-led group reading sessions, is given good emphasis. Homework, regularly set especially for older pupils, makes a sound contribution to pupils' learning. The school has a good selection of resources, which are used well to support learning.

83 Pupils with special educational needs make good gains in learning in all aspects of English as they move through the school. This is due to good teaching, which ensures that work is carefully matched to their specific needs, good quality support, which is provided by classroom assistants, and careful monitoring of their work and tracking of progress.

84 In speaking and listening, most pupils make sound gains in learning. Pupils receive good support in developing an appropriate spoken language because teachers and classroom assistants often talk with them to help them learn. They plan structured opportunities to develop pupils' speaking and listening skills, place emphasis on extending vocabulary, and use skilful, probing questioning of pupils. This helps most pupils to speak with increasing fluency, clarity and confidence as they move through the school. By the end of Year 2 pupils usually listen carefully and make relevant responses to questions. They discuss matters relevant for them, such as the differences between real and pretend dangers. Most teachers try to involve as many pupils as possible in question and answer sessions, and they enable some pupils to communicate outcomes of their learning near the end of lessons. These sessions provide evidence that the vocabulary of some pupils is not extensive. However, by the end of Year 6, most pupils talk and listen confidently in a broadening range of contexts. For example, they discuss issues about the use of mobile phones and the pros and cons of watching television. However, there is scope for more discussion and debate to further improve pupils' speaking and listening skills. Despite Year 6 pupils working with West Yorkshire Playhouse on a performance of "The Tempest", drama is not used widely enough to help develop language skills, especially for younger pupils.

85 In reading, inspection findings show that pupils perform close to national standards by the end of Year 2 and Year 6, and that most pupils make good progress as they move through the school. This is because teachers give suitable emphasis to the teaching of reading through guided reading sessions and the regular teaching of letter blends and sounds, and encourage pupils to read widely. Teachers promote a love of reading in their pupils, for example, through their enthusiasm of stories, such as "The Silver Sword" in Year 6. However, although all teachers maintain careful records of pupils' progress, they do not always ensure that pupils' own reading records are maintained carefully and conscientiously enough.

86 By the end of Year 2, pupils show sound understanding of their books by talking about the characters and events, and share their opinions of them. They start to distinguish between fact and opinion, and to identify questions and answers through their reading. However, some pupils are unsure about the purposes of the contents and index pages and do not regularly visit the library to see how non-fiction books are organised. Most pupils move through the school's reading scheme at a good rate, and they are well supported by parents, many of whom hear their children read regularly at home. The variety of approaches used enable most pupils to read with confidence, fluency, accuracy, understanding, and with increasing expression from a range of texts by the end of Year 6. For example, Year 6 pupils read text from a range of genres. Most pupils have a favourite author and give reasons for their choice. They learn about a wide range of writing, such as, biographies, reports, narrative and "official language" such as, used in forms. More able Year 6 pupils are starting to use inference and deduction when analysing text. However, not all pupils are confident in skimming and scanning text to help them to retrieve information. Pupils' knowledge and understanding of the school's library classification system is not fully secure. For example, their knowledge of the use of the Dewey (numbering) system is limited.

87 In writing, pupils' attainment is in line with national levels by the end of Years 2 and 6, and the progress of pupils in the development of writing skills is good as they move through the school.

88 By the end of Year 2, most pupils spell simple common words accurately, can develop ideas into a sequence of sentences, and often use capital letters and full stops correctly. They start to apply their knowledge of word families to help them with their spelling, and recognise that letter blends that sound identical when read can be spelt differently. They begin to learn about the structure of our language by changing present to past tense, and nouns from singular to plural. By the end of Year 6, most pupils write independently, making good use of a developing imaginative vocabulary, and are beginning to write increasingly complex sentences. Pupils sometimes edit and draft their initial attempts at writing stories to help them to improve the quality of their writing. Many pupils write stories, which develop the character, setting and plot successfully. They write poems in the style of particular poets, such as Michael Rosen. They write for a variety of purposes, including book reviews, narratives, instructions, descriptions, advertisements, reports, play scripts, summaries, interviews, menus and leaflets, and begin to write for different audiences. Pupils are given increasing opportunities to write in other subjects, such as when they write about the water cycle in geography and the Romans in history. They use computers increasingly to present and enhance their work.

89 Too little attention is given to spelling and handwriting. Pupils learn how to form and join letters, and to practise their writing skills, in handwriting lessons. However, these skills are not readily transferred to other written work. As a result, standards and styles of handwriting are unacceptably varied, and this does not lead to consistently good presentation or ease of writing fluency. Approaches to the teaching of spelling are not consistent. For example, spelling lists used in some classes are not matched to pupils' different abilities, and pupils do not use dictionaries enough to check for or obtain correct spellings. This prevents them from making the best possible progress.

90 Pupils' attitudes to English are usually good, and this contributes to the quality of their learning. Almost all pupils behave well, listen attentively, and are eager to ask and answer questions. Pupils work together well when discussing texts and most persevere to try to complete tasks within the time allocated. Older pupils show initiative and the ability to work independently, as well as collaboratively, if required. For example, when Year 5 pupils evaluate texts against criteria, which includes the power to persuade, clarity and quality of information.

91 The quality of teaching is mostly good. The National Literacy Strategy is planned thoroughly and taught consistently, which is helping to raise standards in English. Most teachers have good knowledge and understanding of the subject and organise and implement lessons well to aid learning. They sometimes use visits, such as to Kirkstall Abbey, to provide the stimulus for writing. Teachers' use of assessment to build systematically onto pupils' skills, knowledge and understanding is good, with teachers adapting future lessons to take account of problems encountered. The marking of pupils' work, is mostly good, helping pupils to improve. Good features of teaching, seen in most lessons, include high expectations, brisk pace, probing questioning which moves pupils forward in their understanding, high levels of challenge for pupils and enthusiasm by the teacher. These positive features keep pupils interested and involved and contribute to their good learning. However, some teachers spend too long on the first part of the lesson, which restricts the time both for pupils to work independently and for the sharing of successes and problems near the end. This occasionally slows progress for some pupils.

92 The subject is well led, and there are plans for its continued development. The monitoring of teaching and learning, to help identify and overcome weaknesses, is becoming embedded in the school's work. National test results are increasingly analysed to identify and overcome weaknesses, set targets and inform planning. The subject is well represented in all years, and speaking and listening, reading and writing are each given good emphasis. The development of literacy skills is given increasing priority in other subjects.

## MATHEMATICS

93 Standards are above the national expectation by the end of Year 6. This continues the improving trend over the past three years. This is due to very good teaching which results in pupils' achievements in lessons and over time being very good. Standards by the end of Year 2 are above the national expectation. Pupils' achievements in lesson and over time are good. Although this is a slight dip from last year's results the trend is one of continuing improvement. Since the previous inspection there has been good improvement.

94 Pupils in Year 2 can confidently and accurately count up to 100, and can use the four rules of number when using tens and units. More able pupils in Year 2 can successfully calculate a subtraction using tens and units, and explain how they arrived at the answer, whilst less able pupils in the class need adult supervision in working out the procedures and patterns of the subtraction. They can divide using halves and quarters and tell the time using a quarter of an hour. In a Year 1 lesson, pupils confidently told the time using the hour, and calculated the number of hours from a given time. Less able pupils needed adult help in seeing how they arrived at the answer when working out how many hours from a given times. They can also identify a circle, triangle, circle, pentagon, octagon, hexagon and rectangle by it shape and properties.

95 By Year 6 pupils have a good understanding of number skills up to a 1000 and readily apply these when solving problems. They can add, subtract, multiply and divide mentally, and use written methods to multiply and divide to two decimal places. They can also investigate number patterns such 'Pascal's Triangle', with more able pupils able to explain how they had arrived at their answer when exploring and completing the pattern. They can use both negative and positive numbers when constructing co-ordinates. In a Year 5 lesson, more able pupils could confidently construct a reflected shape of their partner using both negative and positive co-ordinates. Less able pupils needed some adult guidance when completing their constructions. Pupils in Year 6 also have a good understanding of shape, and more able pupils can find the area of a circle using the correct formulae. In Year 4 pupils develop their understanding of how to multiply by 2 digit numbers and how to partition when calculating. Pupils in Year 3 can construct and interpret a frequency table, and more able pupils can convert this into a bar chart.

96 The school has successfully implemented the National Numeracy Strategy and uses the guidance to structure teachers' planning. In the lessons seen there was a good balance of mental skills and opportunities for pupils to consolidate and extend their mathematical understanding through direct teaching and practical activities. Pupils' responses in all lessons seen were good. They listen attentively and are eager to share findings with the class teacher and class. For instance, in a Year 3 lesson when pupils were answering what is the difference between 'those who came by car, and those who came by train?' Teachers use mathematics lessons effectively to improve the pupils' English skills. For example, because teachers insist on it, pupils use appropriate mathematical vocabulary such as 'clock', 'frequency' and 'co-ordinate'. The subject also makes a positive contribution to the pupils' social and development through opportunities for collaboration. Although ICT is used to support learning in some classes, it is not yet used consistently across the school to support pupils' learning in mathematics.

97 The overall quality of teaching across the school was good. In one lesson it was judged to be very good. All teachers use their good subject knowledge and their understanding of the National Numeracy Strategy effectively to plan their lessons. All lessons begin well with a snappy session of mental mathematics that motivate the pupils and stimulate their thinking skills for the main part of the lesson. For example, in a Year 6 lesson, the class teacher asked pupils how they had arrived at a particular answer during their mental starter. Teachers use questioning and intervention effectively in

lessons to include all pupils in the learning activity. This was clearly demonstrated in a Year 5 lesson, when pupils were using hand fans to convert units of measurement by multiplying and dividing 3 to 4 digit numbers by 100 and 1000. Class management is good and positive relationships and high expectations encourage pupils' learning in lessons. This results in lessons proceeding with good pace and challenging activities, which are relevant and practical to their everyday lives, for example, in a Year 3 lesson on data. Support staff and the use of resources are used well by teachers to enhance the learning of pupils. This was seen in a Year 1 class, when pupils were learning about time, and the teacher used individual clocks, and was well supported by a classroom assistant. Planning by teachers is detailed and ensures that learning objectives are clearly identified for all ability levels and their learning needs. However, on a small number of occasions there was an over-directive style of teaching, which inhibited the opportunities for pupils to develop their investigative work in groups or individually.

98 The quality of subject leadership is very good. Since his appointment in 2001, the co-ordinator has been a significant force in raising standards in school. He has very good subject knowledge and is a 'Leading Mathematics Teacher', and enthusiastically promotes the subject throughout the school. There is a policy and scheme of work, which reflect national initiatives. The co-ordinator monitors planning on a half-termly basis to ensure coverage and appropriate activities to meet the needs of specific pupils. He has also undertaken lesson observation in both key phases, which has resulted in support for any weaknesses highlighted in the lesson. There are whole school assessment procedures in place, which assess pupils' attainment against key objectives, and are used for both short and medium term planning. Resources for the subject are adequate, but there needs to be an update of ICT resources to support pupils' learning.

## **SCIENCE**

99 By the age of seven, pupils achieve standards in science expected of pupils of their age. By the age of 11, standards are above those expected. This represents a steady and consistent improvement since the time of the last inspection. Factors contributing to the achievement of these standards include consistently good teaching, good planning, good use of practical work and effective subject leadership.

100 At the age of seven pupils participate in investigative work with independence and enthusiasm. They respond well to suggestions about how to find things out and, with help, make suggestions about how to collect data to answer questions. They effectively describe their observations using scientific vocabulary and record them, using simple tables when appropriate. They co-operate well when working in a group or with a partner. They make good use of their knowledge about living things to describe the basic conditions that animals and plants need to survive. They know about a range of physical phenomena and recognise and describe similarities and differences associated with them. They can compare the way in which devices work in different electrical circuits and are able to compare the brightness or colour of lights and the loudness or pitch of sounds.

101 At the age of 11 pupils consistently demonstrate an enthusiastic and intelligent approach to the practical aspects of science. They are able to work in a responsible and controlled manner. During group work, pupils participate with confidence and assertiveness, for example when they effectively investigate how animals in a local habitat are suited to their environment. They recognise the need for a fair test, are able to make predictions based upon scientific knowledge and select and use apparatus with care. They are also able to relate conclusions to scientific knowledge and demonstrate extensive knowledge and understanding of all topics covered during the year.

102 The teaching of science is good. Work is well planned and pupils are presented with a well-structured series of activities, which effectively develop their scientific skills and knowledge. Teachers have high expectations of all their pupils and manage their classes well. As a result, pupils are constantly being challenged and are fully involved and enthusiastic about their work. In a Year 5 lesson, for example, the teacher showed a lively and enthusiastic manner in teaching about the process of pollination of flowers. The teacher was extremely keen for pupils of all abilities to participate fully. The class was very well controlled and high standards of behaviour were expected throughout the lesson. There was an intensive pace of work at all stages of the lesson, which ensured that all pupils, including those with special educational needs, made good gains in learning. The interesting activities and enthusiastic teaching ensure that a spirit of curiosity and enquiry in all areas of science is shared by teachers and pupils.

103 The co-ordinator leads the subject well and has effectively identified priorities to further develop the subject. She has made very good use of opportunities to monitor and evaluate teaching and learning in the subject. She supports and leads teachers well in the planning of lessons and this is why the school has such an effective and consistent approach to the teaching of science. This, in turn is having a significant impact upon standards and pupils' learning.

## **ART AND DESIGN**

104 Standards in art and design are broadly typical of what is expected nationally by the end of Years 2 and 6, and progress is satisfactory in most areas. This is because the school now follows national guidelines to ensure that pupils develop skills and understanding. Pupils often do art and design, and there is enough emphasis on the teaching of important skills to enable pupils to build carefully on their previous learning in some areas. Art is more high profile than at the time of the last inspection. Initiatives with other schools, such as to develop an understanding of tie dying techniques, and displays at Kirkstall Festival, help to promote the subject. Sketchbooks are increasingly used to record ideas and to practise skills. Pupils use a wide range of tools, techniques and materials as they move through the school. Displays are used to celebrate pupils' efforts and to motivate them to try harder. Visitors, who lead workshops, and visits, such as to Clarke Hall, help to enrich the art and design curriculum. There are good links with other subjects, which helps to make the subject more relevant for pupils.

105 Pupils are given opportunities to record from direct observation, experience and imagination and explore the possibilities of a variety of materials and processes. The development of sketching techniques is given good emphasis in Years 3 to 6. Pupils reproduce drawings of objects and various features, which increasingly show accuracy, realism and depth, and take regard of colour, pattern, texture, line, and form. For example, Year 1 pupils make simple sketches of autumn leaves and pine cones. By the end of Year 2, in a link with geography, pupils paint pictures of terraced houses near school, trying hard to copy the brick patterns accurately. Year 3 pupils draw and colour different plants from direct observation. By the end of Year 4 pupils know how to smudge and blend to add effect to their pencil sketches, as they draw different objects from the Mary Rose, in a good link with history. By the end of Year 6, pupils are able to capture texture and tone by sketching small detail, such as objects found in their classroom. They draw an imaginary street showing developing understanding of perspective. They recreate pictures of buildings using three-dimensional shapes in the style of Escher. They use construction lines to help them ensure that drawn action figures are in correct proportion.

106 Teaching is sound overall. However, good teaching was observed in Year 6 and very good teaching in Year 4 during the inspection. Strengths in teaching include secure subject knowledge, a confident approach, a good choice and use of materials, a constant use of praise to enhance self-



esteem, and a significant emphasis on the development of important skills. These strong features help to motivate and extend pupils, leading to pupils making good gains in learning. However, some teachers do not place enough emphasis on seeking high quality or developing important skills, providing evidence that not all teachers are equally confident or skilful in teaching art and design. This prevents all pupils from making the best possible progress.

107 The subject is soundly led. However, the co-ordinator has other important responsibilities, which restricts the time she has available to manage the subject effectively. The recently introduced record of pupils' progress is not yet making an impact on enabling teachers to track pupils' gains in learning effectively. Some aspects of the subject, such as, knowledge and understanding of the work of famous artists, are under-represented. Pupils do not have enough opportunities to reproduce their work, to contrast their ideas, methods and approaches or to explain what they think and feel about them. Consequently, art and design does not make the contribution it could to pupils' spiritual or cultural development. Links with ICT are also under-represented. For example, pupils do not record observations using digital and video cameras and rarely employ digital images in their creative work.

## **DESIGN AND TECHNOLOGY**

108 Standards in design and technology are in line with national expectations by the end of Year 2 and are above national levels by the end of Year 6. This is an improved picture on the findings of the last inspection. Progress is mostly satisfactory as pupils move through the school, but is good in Year 6. This is because the school has adopted national planning guidelines, which enables teachers to develop knowledge, skills and understanding in all required areas of the subject. The inequality of provision, found at the time of the last inspection, has largely been eliminated. Teachers are now more confident than they were teaching the requirements of the curriculum. Resources have been improved. A good policy provides a further steer for the subject, and there are plans for its continued development.

109 Pupils complete a sound range of projects that enable them to apply and improve their skills of designing, making, evaluating and changing the things that they make. Pupils work with tools, equipment, materials and components to make products, some of which are of high quality. By the end of Year 2, pupils have constructed winding mechanisms to enable spiders they have made to climb up poles. Year 3 pupils evaluate different types of bread for appearance, smell, taste, and texture, with the view to making sandwiches. Year 5 pupils make a cam toy to a good standard and pupils consider how design problems can be overcome. By the end of Year 6, pupils have worked together very effectively to design and make fairground rides. They have evaluated their work against the initial objectives for the task, and looked to make improvements at each stage. They consider how to strengthen the frame, how to decorate the ride, and how to make it work by adding a pulley and drive system.

110 Teaching is sound overall and good teaching was seen during the inspection in Year 6. Where lessons are good, teachers have secure subject knowledge and show enthusiasm, which helps to motivate and interest pupils. Their choice of resources is good, which enable pupils to improve their making skills. They ask purposeful questions to help pupils extend their knowledge. They seek high standards, which help pupils to complete a quality final product. They encourage pupils to be critical of their work, which helps them to make further improvements. However, pupils are not always required to listen carefully to important information, which prevents them from making the best possible progress.

111 The leadership of the subject is sound. An assessment record has recently been introduced to help teachers to assess pupils' learning. However, it is too early for this to have any impact on

helping teachers to assess pupils' strengths and weaknesses in the subject. Links with other subjects are evident, such as with science and English.

## **GEOGRAPHY AND HISTORY**

112 Pupils' attainment in Year 2 and 6 matches the national expectations for both subjects. During the inspection, because of the school's timetabling arrangements, it was only possible to see a limited number of lessons in both subjects. Judgements are supported by the scrutiny of pupils' previously completed work, a review of teachers' planning, discussions with the subject co-ordinator, teachers and pupils. Throughout the school, pupils' achievement over time is soundly developed. There has been good improvement in history, and geography since the last inspection.

113 Pupils in Years 1 and 2 develop a sound understanding of the passage of time, and can distinguish between the past and present. For example, in previously completed work, pupils in Year 2 knew the reason why Guy Fawkes wanted to blow up the Houses of Parliament when James the First was attending. They could also describe using both pictorial and written accounts of how this was going to be achieved by placing barrels of gunpowder in the cellar of the Houses of Parliament. Pupils' geographical skills are developed by using simple maps of the school and the local area around school. For example, pupils in Year 1 can plot a route from their classroom to Year 6 using arrowheads on their simple maps. Pupils in Year 2 learn about how the weather conditions in the Kirkstall area can change from being sunny, to being windy and cloudy. They also know that the weather can be recorded using Centigrade measurements, and that different types of weather can be shown on charts and forecasts as symbols.

114 Between Years 3 and 6, the pupils build appropriately on the skills they have acquired in both subjects. For example, in Year 5 pupils have been using aerial photographs to build and develop their mapping skills, as well as helping them identify different locations on the island of St. Lucia. They also develop their skills of looking at how pollution and traffic affect the local area of Kirkstall. For instance, pupils in Year 6 have been designing a questionnaire to find out the views of different groups of people of the traffic problems in the local area. The development of historical skills is continued in Years 3 to 6 when pupils study a number of themes to develop their understanding of past civilizations. For example, pupils in Year 3 were researching 'bias' in written sources of evidence when sequencing information correctly about the Celts and Romans. Pupils also use artefacts to develop their understanding of how people lived in the past. For example, in Year 4 pupils handled a number of Tudor artefacts such as a silver plate and cup to give them an authentic view of life on board the 'Mary Rose' in Henry VIII's reign.

115 Pupils have positive attitudes to their work in history and geography. They are keen to share work and celebrate the achievements of other pupils. They use their literacy skills appropriately in both subjects, for example when they write 'island' and 'environment' in geography, and 'bias' and 'chronological' in history. This, and the encouragement to use their speaking and listening skills makes a positive contribution to development of literacy across the school. The teaching of both subjects makes a positive contribution to pupils' moral, social and cultural development. For example, in Year 6 pupils working together in pairs, are developing a web site for Kirkstall Abbey.

116 The overall quality of teaching seen in lessons was satisfactory, with a number judged to be good. All teachers use their secure subject knowledge effectively to plan work that holds the pupils' attention and interest well. This was clearly demonstrated in a Year 5 geography lesson on aerial maps, in which the teacher used an oral explanation to interest and stimulate pupils' learning and then take it forward in group activities offered to them in identifying different geographical locations on the map. Teachers also use questioning and intervention well to develop pupils' knowledge and understanding about both subjects. For instance, in a Year 3 history lesson the teacher moved effectively around different group activities in the class offering suggestions of how pupils might approach their work on sequencing. At the end of this lesson, the teacher used the summing-up session well to reinforce what the pupils had learnt in their group activities by saying 'You had a similar experience to that of an historian!' Support staff are used well to support learning in all lessons seen. All adults manage the pupils well. This helps to build positive relationships between staff and pupils, which in turn enables the pupils to learn well in lessons. Although the teaching staff use ICT to support learning in both subjects, there is not yet a consistent approach across the school. There are good displays of pupils' work in both subject areas, which are effective in maintaining pupils' interest.

117 The leadership for both subjects is of good quality. There are policies and schemes of work in place for each subject, which reflect national guidance. The co-ordinator monitors planning on a

half-termly basis, and undertakes an annual audit of pupils' books to ensure progression and continuity in each subject. Assessment procedures are currently being 'trialled' to ensure they are effective before implementation in the next academic year. Resources for both subjects are adequate, with atlases recently being updated. The co-ordinator is keen and enthusiastic to promote both subjects by effectively using the local environment, visits to places of interest, the museum service, and links with the Curator of Kirkstall Abbey.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

118 Standards are in line with expected levels by the time pupils are seven and 11 years of age. This represents good improvement since the last inspection when there were some areas of weakness at both key stages. Since then the school has made a great investment in buying new computers for each class and obtaining a wide range of software. This, together with well-planned teacher training and effective subject co-ordination has enabled the school to raise standards and to ensure that statutory requirements for the ICT curriculum are now fully met. The school has drawn up plans for a computer suite but is prevented from implementing these plans by a lack of space within the school. Pupils regularly visit the City Learning Centre to support the work of the school in ICT and to have access to the latest technology.

119 By the age of seven, pupils effectively use ICT to assemble text and symbols. They open and close programs independently and save and print their work. Pupils create pictures and other graphic effects. They use ICT to help them to generate, amend and record their work and share their ideas in different forms, including text, tables, images and sound. They work knowledgeably and effectively with programmable robots. By the time they are 11 pupils are confident with data handling and spreadsheets. They are proficient in exploring the possibilities of the computer programs and learn to use new programs rapidly. These pupils have wide experience of using word-processing programs and are able to 'cut and paste' text and use graphics from other programs. In a very effective lesson in Year 6, pupils produced a diagram to show the links between the pages of a multimedia presentation. By the end of the lesson almost all had completed their diagram effectively, incorporating text and graphics.

120 The use of ICT to support work in numeracy and literacy and other curriculum areas is a strength of the school. For example, in an English lesson in Year 5, pupils made very good use of the computer when they evaluated a range of texts for persuasiveness, clarity and quality of information. Pupils make good use of programs to find information linked to other topics, for example, when Year 3 pupils searched for information about the Romans.

121 Overall progress, for all pupils, including those with special educational needs is good throughout the school. The quality of teaching has many good features. Teachers have improved their own skills rapidly as a result of effective in-service training. Lessons have good introductions, which make the objectives clear to pupils. Pupils are then given tasks that challenge their skills before the teacher brings them together at the end to discuss what they have learned. Pupils respond with clear enthusiasm and clearly enjoy using the computers. They behave well and their positive attitudes mean that they concentrate well and for long periods. They listen very attentively at the start of lessons, are not afraid to volunteer their own good ideas and work very well together.

122 The co-ordinator leads and manages the subject very well and makes very good use of her own expertise to set the standard for other teachers to aim for in their teaching. By monitoring teachers' planning and keeping a close check on the work of pupils, standards are clearly continuing to improve.

## MUSIC

123 Standards in music are broadly as expected for pupils aged seven, but are below national expectations for pupils aged 11. Pupils make sound gains in learning as they move through Years 1 to 4 in developing the skills of listening and appraising, composing and performing. Pupils in Years 3 to 6 maintain workbooks, which provide evidence of their progress as they move through the school. However, music is not fully secure for older pupils, which is preventing them from achieving national standards. This is because all teachers do not have the confidence or the necessary expertise to teach all of the requirements of the curriculum effectively, especially to develop the skills of composing and performing, to national standards by the time pupils leave the school. There is a structured programme, which provides the framework for developing skills, knowledge and understanding. This is an improvement on the findings of the last inspection. However, this is at present matched more to teachers' abilities and low level of confidence than to pupils' needs. As a result, pupils work from the level below what is required, which prevents them from making the best possible progress. In addition, the school has recently lost its only music specialist and visiting piano player.

124 Pupils' singing in assembly is satisfactory. Most sing with enthusiasm and a sense of commitment. Many sing tunefully with clear diction and secure intonation. However, pupils rarely play instruments to help support singing at assemblies.

125 Pupils slowly acquire musical knowledge and understanding, and develop important skills as they move through the school. Year 1 pupils respond to stormy music from "Bambi", and draw a picture of what comes to mind. By the end of Year 2, pupils learn how different moods and effects can be created by the elements of music. They learn to modify their voices to match particular moods. In a good link with English, pupils discuss how voices are used by various people and for different occasions, one pupil commenting that 'important people use smooth voices!' Year 3 pupils recognise ways in which sounds can be arranged, and apply knowledge of how tempo and timbre can be combined and structured, simply and expressively. They maintain beat in simple patterns and accompaniments. They research information from the library to find out about wind and string instruments. Year 5 pupils play sequences of notes, and learn to compose using a simple pentatonic scale. By the end of Year 6, pupils complete interpretations in picture form of "Morning" from Grieg's Peer Gynt Suite. They are learning to recognise and explore both the relationships between sounds and the way in which music reflects differing intentions, and produce simple compositions, but to levels below national standards.

126 The teaching was good in all three lessons seen. Teachers showed secure subject knowledge, placed good emphasis on developing important skills, gave much encouragement and used resources well. These strong features helped ensure that pupils responded well, which resulted in pupils making good progress in these lessons.

127 The subject is well led, and there are clear plans for its needed development. The co-ordinator teaches music to pupils in another class as well as her own, which helps them to receive a balanced programme of music from which they benefit. Choir and recorder clubs help some pupils extend their musical ability, and visiting musicians help to enrich the curriculum. Pupils sometimes perform at local venues, such as at the Lord Mayor's Festival Concert, and in end-of-year concerts. All classes have a percussion box of basic resources, which helps to support the teaching of music. However, recently introduced approaches to assessment in music are not yet making an impact in helping teachers to track pupils' progress. Not enough use is made of ICT to support work in music. Pupils' compositions and singing are rarely recorded, for example, in order to listen to it, evaluate it or change it later.

## **PHYSICAL EDUCATION**

128 During the inspection it was only possible to observe dance and games skills. Discussions with the co-ordinator, other staff and pupils, plus the examination of documents and teachers' records demonstrate that the physical education curriculum meets the requirements of the National Curriculum. In addition, it is clear that all the appropriate areas of physical education are taught according to the season. From this and lessons seen it is evident that by the ages of seven and 11 pupils attain standards that match the levels expected for their age. All pupils in the Year 6 class swim safely for at least 25 metres. This represents good improvement since the last inspection and is mainly the result of the impact of the very effective subject co-ordinator.

129 The quality of teaching is good overall and some very good teaching was seen. In a well-taught Year 1 lesson, the teacher planned a vigorous warm up that ensured that pupils joined in enthusiastically. Pupils understood the need to warm up muscles and the impact of exercise on the heart. The teacher had clear lesson objectives, which she explained clearly to pupils. Teachers focus on the skills to be taught and developed and ensure that pupils with special educational needs are fully involved and supported. Teachers' relationships with pupils are very good and they manage pupils well. Teachers have high expectations and pupils respond well to them. Lessons are rigorous and provide a good range of activities. They begin with a vigorous warm up and end with a cooling down period. Particular strengths are teachers' enthusiasm and lively approach. As a result, pupils' attitudes to the subject are very good. They clearly enjoy the activities planned for them and respond with enthusiasm. They co-operate well with each other and follow teachers' instructions carefully. Pupils are keen to demonstrate their skills and sensitively appraise each other's performance in order to improve it, for example in a Year 2 dance lesson. In addition, they are encouraged to praise and respect good performance from other pupils.

130 The deputy head teacher, as co-ordinator gives very good leadership to the subject. He works very hard to ensure that the lack of a large grassed or hard surface outdoor area does not prevent the school from delivering a broad physical education curriculum. Pupils make very good use of the local Leisure Centre, swimming pool and cricket club. The co-ordinator sets an excellent example and is very well supported by colleagues in providing an extensive range of extra-curricular sporting activities. These include rugby, cricket, netball, tennis and athletics. In addition, the school has regular visits from the coaching staff of the local professional soccer, rugby and cricket teams. The work of the co-ordinator has had a significant impact upon the skills and knowledge of the pupils and their enthusiasm for sporting activities.