

INSPECTION REPORT

FEATHERBANK INFANT SCHOOL

Leeds

LEA area: Leeds

Unique reference number: 107817

Headteacher: Mrs Kathie Rhodes

Reporting inspector: Andrew Clark
21596

Dates of inspection: 2nd – 5th December 2002

Inspection number: 246716

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 – 7 Years
Gender of pupils:	Mixed
School address:	Featherbank Avenue Horsforth Leeds
Postcode:	LS18 4QR
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr David Hoban
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21596	Andrew Clark	Registered inspector	Mathematics Art and design Design and technology Foundation Stage Curriculum English as an additional language	What sort of school is it? How high are standards? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13459	Eva Mills	Lay inspector		How high are standards? The 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?
17913	Brian Frost	Team inspector	Science Information and communication technology Music Physical education Educational inclusion	How good are the curricular and other opportunities offered to pupils?
12060	Pat Peaker	Team inspector	English Geography History Religious education Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves the area of Horsforth to the north of Leeds. There are 134 boys and girls on roll aged between four and seven. Almost all the pupils are from white British families and all pupils speak English as their first language. A few pupils are eligible for a free school meal and the general social and economic circumstances for the area are favourable. There is one pupil with a statement of special educational needs and four pupils on the school's register of special educational needs. This is below average. The pupils' attainment on entry to the school is above average.

HOW GOOD THE SCHOOL IS

This is a very good school. The pupils' attain very high standards because of the very good quality of teaching. The excellent ethos for learning is successfully promoted by high quality leadership and management and the school gives very good value for money.

What the school does well

- Standards in English, mathematics and science are very high.
- Teaching and learning are very good throughout the school. Teachers make very effective use of national strategies for teaching literacy and numeracy.
- The promotion of pupils' personal and social development is excellent and, as a result, their attitudes to work are excellent.
- The high quality of leadership and management promotes very good school development.
- Parents support their children's learning very well and contribute to the warm and positive ethos of the school.

What could be improved

- There are no significant areas for improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been very good improvement since the school was last inspected in January 1998. The school has successfully maintained high standards in reading, writing and mathematics and improved standards in music and design and technology. The quality of teaching has improved significantly and is now very good. The teachers make very good use of test and assessment data to set challenging targets for pupils. The subject co-ordinators now monitor and promote their subjects very well. The pupils' annual reports for parents are detailed and helpful. The school is very well placed to continue to develop.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	A	A*	A	A
writing	A	A*	A	A
mathematics	B	A*	A	A

Key

Very high (in the top 5% nationally) A*

well above average A

above average B

average C

below average D

well below average E

Standards are very high indeed. The school has maintained high standards since the last inspection and it is well placed to continue to do so, because of the challenging targets set for pupils' attainment. There is little difference between the test results each year. In 2001 the school's results were in the top five per cent in the country for all three subjects. Standards in science are also well above average. Only a few pupils do not reach the level expected for their age by Year 2 in all subjects, and a very high proportion attain higher levels. Pupils of all abilities, including those with special educational needs, make very good progress through the school in literacy and numeracy as a result of very good teaching. Pupils who are gifted or talented are supported well and also make very good progress. Children make very good progress through the reception classes and by the time they start Year 1 most children exceed the levels expected for their age in all areas of learning.

The very high standards were reflected in the work seen. Pupils read very fluently and with good expression by Year 2. They write at length and express their ideas well. They know their number facts well in mathematics and are very accurate in measuring. Pupils' investigative skills are very good in science. Pupils' skills in information and communication technology are average by Year 2. Standards are well above average for art and design and above for design and technology, history, religious education and dance in physical education. They are average for geography and music. It was not possible to make a judgement on all aspects of physical education. Pupils' achievement in all subjects is at least good and often very good. There is no significant difference in the standards reached by boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Outstanding. The pupils are very happy and work together extremely well. They respect the staff and enjoy their lessons.
Behaviour, in and out of classrooms	Excellent. The pupils are thoughtful and kind towards each other. They play together well at playtimes and are very cooperative in class.
Personal development and relationships	Excellent. By Year 2 the pupils are very mature and responsible and work with minimum supervision. Relationships are excellent throughout the school.
Attendance	Very good. The pupils arrive promptly so lessons start on time and attendance is well above average.

The pupils' excellent attitudes and behaviour make a significant contribution to the high quality of learning.

TEACHING AND LEARNING

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

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

The overall quality of teaching and learning is very good. The quality of teaching in a quarter of lessons observed was excellent. The teaching of English and mathematics is very good and the basic skills of literacy and numeracy are extremely well taught. The school makes very good use of the national strategies for literacy and numeracy to guide planning. Teachers plan their lessons very well. They make it very clear to pupils precisely what they are aiming to achieve during the lesson and how they should go about it. All staff maintain excellent discipline by setting very high expectations for pupils to work towards. Teachers question pupils closely and engage them in interesting discussions. They use a wide range of very good strategies to motivate and involve the pupils. For example, they ask pupils to discuss their ideas with each other for short periods and then report back. Teachers make effective use of information and communication technology in several subjects although this has yet to be developed in all subjects. The relationship between pupils and staff is good natured and built on care and humour, contributing to pupils' willingness to learn. Teaching assistant provide very good support for pupils. As a result pupils carry out their work very independently, making good use of dictionaries and other resources to work with little supervision. The pupils work very hard throughout the school and take great care.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. It is exciting and offers pupils many first-hand experiences through visits and visitors. Pupils are involved in practical and challenging lessons.
Provision for pupils with special educational needs	Very good. The few pupils with special educational needs are identified early and supported well through carefully planning and regular reviews.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is excellent. All staff set very good examples to pupils and treat pupils with mature respect. They engage pupils in discussions on moral and social issues. The displays, visits and many visitors teach pupils to respect the views of others and become increasingly aware of the beauty and wonder in their world.
How well the school cares for its pupils	Very good. There are very effective procedures to ensure pupils are well cared for and protected. The school monitors pupils' personal and academic ability very well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher establishes a very clear direction for continued improvement. She is highly respected by staff, pupils and parents. The supportive and effective staff team excellently promotes the aims of the school.
How well the governors fulfil their responsibilities	Very good. They are effectively organised, ensure required policies are in place and monitor school improvement closely. They take a good role in planning future developments.
The school's evaluation of its performance	This is very good. The results of a wide range of test and other data are critically and imaginatively analysed to set challenging targets. The subject leaders play a very good role in this. The school listens carefully to the views of parents and others and incorporates these views into their planning.
The strategic use of resources	Financial control is very effective and funds are used well. The staff are well trained and make effective use of all available resources.

The quality and adequacy of accommodation are very good. The new outdoor classroom is used well by the reception classes. There is a very good range of learning resources for all subjects. There are sufficient teaching and support staff who are deployed very well. The headteacher supports the professional development of the staff well. The school effectively seeks to give best value in all its significant purchases.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The quality of teaching is good. • The school expects children to work hard. • Children enjoy school. • The school is well led and managed. 	<ul style="list-style-type: none"> • The range of activities for children out-of-lessons.

The inspection team agrees fully with the positive views expressed by a high percentage of parents. The activities for pupils to do outside school are satisfactory, but they do not run throughout the year. On the whole, the inspection team disagrees with the concerns of parents on this although there is room for further improvement.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school has maintained very high standards since the last inspection in reading, writing and mathematics. Pupils of all abilities, including those with special educational needs and those with a gift or talent, make very good progress throughout the school. In the national tests for pupils in Year 2, results are consistently well above average. Although there is very little significant difference in the standards pupils reach each year, the school has been very successful in raising the test results for the most able pupils. Almost double the national average percentage of pupils attains the higher levels for their ages in reading, writing and mathematics. Most pupils, including those with special educational needs, attain the level expected for their age. The school's success is the direct result of the high quality of teaching in an atmosphere of care and respect, which helps the pupils become eager learners.
2. Children make a very good start in the reception class. They enter school with good standards although, because the children have many different pre-school experiences, a significant proportion of children are not well versed in daily routines or used to settling to their activities. They make very good progress in this and the other areas of learning. This is a result of the stimulating range of activities constantly available to them and the well-planned teaching of literacy and numeracy skills. By the time they start Year 1, pupils are working at the early stages of the National Curriculum and exceed the goals expected for their age in the areas of learning for young children. Children with special educational needs make very good progress because their needs are identified at a very early stage and their progress is monitored constantly. The school produces individual programmes of work for these children right from the start.
3. Pupils have very good speaking and listening skills by the end of Year 2. They listen very carefully to the teachers, other adults and each other. The teachers encourage the pupils to discuss their ideas with each other, which encourages good listening. The teachers give the pupils many opportunities to explain their understanding and strategies for tackling their work. By questioning them closely teachers encourage pupils to express their ideas clearly in the correct vocabulary. For example, in Year 2, more able pupils expressed their understanding of fair testing in science by describing how certain variables must remain constant.
4. By Year 2, the pupils read very fluently. Progress is very good. They enjoy stories and read very expressively. The pupils have a very good understanding of the text they are reading and explain details of the plot and character well. They make good use of their reading skills through most lessons. All pupils use effective strategies to identify unfamiliar words and know a lot of words by sight. The pupils make effective use of non-fiction in their studies in history and science. The pupils read regularly to their parents at home. There is good communication between school and home, which helps pupils make very good progress.
5. Standards of writing are high. The pupils write neatly. Their spelling is largely accurate and they use dictionaries and word charts well to write words that are new to them. They use punctuation accurately and often quite adventurously. The pupils write coherent and sequential narrative, often at length. Their opportunities for reading and writing in other subjects such as science and history makes a good contribution to the standards pupils attain.
6. By Year 2, standards in mathematics are high and pupils make very good progress through the school. The pupils are very accurate and quick in counting in twos, threes and tens. The majority have a good knowledge of numbers which combine to make ten and twenty and use

this information well to solve problems. The pupils measure length and weigh very accurately and make good use of graphs and charts. Their progress is a direct result of the school's excellent use of the numeracy strategy to teach skills progressively and the high standards in mental work expected by the teachers.

7. Standards in science are well above average by time pupils leave the school. They have a good knowledge and understanding of scientific facts. They use a good vocabulary accurately. The pupils have very good investigation skills, work well together and make good use of the knowledge and resources available. They record their results using a wide range of appropriate methods. Their work is consistently well presented.
8. In information and communication technology, standards are at least as high in as those normally found. Progress is good through the school and is improving quickly following the successful introduction of the computer suite. Pupils' word processing skills are good and they make sound use of the skills in English, mathematics and art. The pupils' use of computers for improving standards in some subjects such as geography and religious education is not yet fully developed, but is a high priority for development.
9. Standards in art and design are high. In particular, the pupils are very skilful in applying techniques they have learned. The pupils' standards in design and technology, history, dance in physical education and religious education are above average. In these subjects a good proportion of the pupils are working at higher levels than normally expected for their ages. In music and geography, standards seen were typical for the pupils age and there were no significant weaknesses. Only dance was observed in physical education. In almost all subjects standards have improved since the last inspection.
10. Pupils with special educational needs are fully involved in all subjects because of the very good support given by teaching assistants and clear targets set for their achievement. The school focuses on providing the right conditions for children with special needs to flourish in. For example, an older child often works in the reception class in the afternoon because the range of activities allows the support assistant more opportunity to work closely with the child and to address aspects of personal and social development.
11. The school identifies pupils with a possible gift or talent and their progress is carefully monitored. Again the school tries to create an environment where gifts may develop fully. For example, a child with strengths in mathematics is given well-matched support so that weaknesses in writing skills do not inhibit progress in number. In art and design, the teacher makes very high quality paintbrushes available to a pupil with particular skills in fine painting and drawing.
12. The school makes full use of test and observational data to assess the needs of all pupils and plan their progress. Very good teaching and planning underpin this. The school is well placed to continue to maintain the highest standards.

Pupils' attitudes, values and personal development

13. The school has maintained the strengths of the last inspection in the very high quality of the attitudes and behaviour of the pupils and in the excellent relationships which permeate the school. These qualities have a significant and very positive effect on pupils' learning.
14. Pupils of all ages enjoy coming to school. Their excellent attitudes to school begin in reception where children are settled and happy. They know routines, are aware of what is expected from them and where to find equipment, tidying away when asked. They listen carefully to their teachers and cooperate very well with each other. Their confidence develops well and they quickly grow in independence. This is evident not only in lessons but around the school. At lunchtime, even the youngest children choose their food and carry it to their tables. Pupils are confident in the playground and self-assured when talking to adults

about their work. During the inspection, children in reception were quick to involve inspectors in their role-play as customers in their 'post office' or 'surgery'.

15. Similarly pupils in Years 1 and 2 are interested, very eager to learn and highly motivated. Their concentration in lessons and the pace at which they work are outstanding. A notable feature in lessons is the way in which pupils work very well even when not directly supervised. They often carry out tasks independent of their teachers, looking up words in dictionaries and trying to help each other. Pupils follow the lead of adults and treat each other with respect and courtesy. They appreciate the efforts of others and on occasions during inspection spontaneously applauded when one of their class did something well. Older pupils set a good example and are considerate and helpful towards younger children. They display maturity and confidence when discussing their work and are polite and respectful when doing so.
16. Behaviour, both in lessons and around the school, is excellent. Pupils' response to the expectation of good behaviour is exemplary. Instances of unkindness or inappropriate behaviour are very rare and dealt with effectively by staff when they do occur. In lessons behaviour is consistently very good and sometimes excellent with high quality relationships. This ensures that lessons run very smoothly and that pupils learn effectively. Boys and girls work and socialise happily together and pupils with special educational needs work well alongside their peers.
17. Attendance at the school is very good with rates well above those achieved nationally. There is no unauthorised absence and pupils are prompt to school.
18. Overall the attitudes of pupils, their behaviour and personal development are outstanding and remain a strength of the school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The quality of teaching and learning is very good and is a key reason for the school's continuing success. In the lessons observed almost all lessons were very good or excellent. There were no significant weaknesses in any aspect of teaching observed. The teachers actively teach the pupils to become very good learners by giving them useful strategies for tackling their work. The headteacher has created an excellent ethos for learning through the care, respect and high expectations of all involved in the school. There has been good improvement in the quality of teaching since the last inspection.
20. The quality of teachers' planning is very good. They make very effective use of national strategies in literacy and numeracy to guide their planning and match activities carefully to the pupils' needs. Teachers consider the vocabulary they intend to teach carefully so that it can be a tool for pupils later on. For example, in mathematics the teacher discussed the meaning of words such as 'accurately' and 'estimation' in good depth so that the pupils used the terms appropriately throughout the lessons. Teachers match the activities in the lessons well to the time available and the abilities of pupils. For instance, at this early stage of the year literacy and numeracy introductions in the reception class are short, very focused and involve a good range of songs and rhyming activities to involve all pupils. The 'plenary' or end sessions of the lessons are regularly well planned to assess the progress pupils have made and set them thinking about the next stage of the lessons.
21. The quality of teaching in English is very good. Literacy skills are very well taught throughout the curriculum. Teachers set good examples in their lively reading of well-chosen texts to develop reading skills. There is a very strong focus on developing language skills such as speaking and listening and activities are motivating and challenging. As a result pupils become competent learners, able to use their reading and writing skills well to further their understanding in other subjects. They are given good strategies to enable them to find the

meaning of words and how to spell them, which increases their confidence in writing in all subjects.

22. The teaching of mathematics is very good. The teachers start lessons with very effective, quick-fire mental sessions during which counting and computation skills are developed progressively. Pupils take great pride in striving for faster times and more accuracy. The teachers make use of very good techniques to allow pupils to explain their strategies for mental computation to others and this reinforces their learning. They model good ways of making written calculations. There are very good opportunities for practical, first-hand experience which makes learning enjoyable and encourages very good progress in the practical application of the number skills. The pupils also make very good use of the mathematical knowledge and skills in science and design and technology.
23. The staffs' relationship with pupils is excellent, resulting in very good management of pupils. Lessons are stimulating and so pupils are highly motivated. Teachers talk to pupils in quiet and friendly tones. The pace of the lessons means there is very little opportunity for pupils to become bored and pupils are eager to hear what is coming next. The tidy, well-organised classrooms allow pupils maximum independence whilst they are collaborating closely. The reception classes are very well organised with activities representing all areas of learning which are constantly accessible to children. The new outdoor reception area provides a good range of mathematical activities to motivate and challenge the pupils. The quality of teaching and learning in reception is very good.
24. The quality of teachers' questioning is very good and in turn encourages the pupils to become inquisitive and questioning. For example, in art in Year 1 after being questioned closely by the teacher the pupils turn to each other to find out how much they know about the artist, Kandinsky. They immediately use the vocabulary and style of question employed by the teacher. The support assistant for a pupil with special educational needs shows great sensitivity and subject awareness when questioning the pupil she is supporting in a science lesson. This enabled her to understand the basic principles of the lesson well.
25. The work is very well matched to the pupils' needs. In mathematics, for example, most pupils are working at least one term and sometimes two terms above levels expected in the National Numeracy Strategy, but the work is tailored to their maturity and understanding. The most able pupils do not have to wade through work at a lower level before tackling work at a higher level and the less able have different objectives to achieve rather than easier work or less writing. In fact, because of the support given and accurate match of work to pupils' intellectual ability the less able regularly produce the same amount as the most able. This contributes to the pride in their achievement and their willingness to learn.
26. The quality of marking is very good. Teachers are supportive of pupils in lessons and praise their achievement effectively. They also mark work closely and draw out points for future improvement. In some of the Year 2 work in English the marking becomes a helpful dialogue between pupil and teacher. The quality of marking feeds the regular assessments made by teachers and supports the continuous improvement.

27. The teachers make good use of homework in many subjects. Pupils are often set tasks to find out additional information or complete particular tasks. For example, in design and technology in Year 1 the pupils had to find as many different fruit juice containers as they could. They were very successful because of the very good support parents gave them.
28. The very good quality of teaching is consistent throughout the school, because all staff work very effectively as a team. As a result the outcomes of monitoring by the literacy and numeracy subject leaders and the headteacher are openly shared and incorporated into everyone's practise. This approach has been particularly successful in improving questioning techniques and developing plenary sessions. The school is well-placed to continue improving the quality of teaching and learning.

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

29. The school provides a rich and stimulating curriculum which includes all subjects of the National Curriculum and religious education. The very good quality Foundation Stage curriculum is based appropriately on the nationally agreed programme of learning. The work is planned very effectively to support the children's progress towards the early learning goals for each area of their learning. In meeting the requirements of the National Curriculum and the Locally Agreed Syllabus for religious education, the curriculum in Years 1 and 2 is similarly of high quality.
30. Curriculum planning is particularly strong. As a result, a very good match of work to the needs of pupils at different levels of ability provides them with appropriate challenges. Attention to exploratory and investigational aspects of the curriculum is a significant feature during the Foundation Stage and in mathematics and science in Years 1 and 2.
31. Since the last inspection, the curriculum in design and technology, music and information and communication technology shows much improvement as a result of more detailed and thorough planning based on recent national guidance. In addition, since the last inspection, the school has established a well-resourced computer suite. As a consequence, the pupils now have many more opportunities to develop their skills in information and communication technology through interesting and relevant learning experiences.
32. The improvements in the curriculum for literacy and numeracy since the previous inspection owe much to the highly successful implementation of the national strategies for these areas. In particular, the higher attaining pupils are now challenged more appropriately.
33. The curriculum is enhanced and enriched by a wealth of opportunities which enable the pupils to extend their learning within and outside of the school. For example, grandparents of some pupils have visited the school to extend the pupils' historical knowledge by explaining their experiences of life in days gone by. In addition, the Year 2 pupils have visited a synagogue successfully adding to their understanding of other faiths.
34. Although not occurring regularly, the pupils take part in some extra-curricular activities. During the summer term, Year 2 pupils have benefited from recorder classes, football and computer clubs. At other times they are taken on theatre visits. The provision is satisfactory overall but does not make a significant contribution to pupils' development.
35. The school is very successful in implementing the governors' policy for equality of opportunity. All the pupils, irrespective of gender, race, ability or background, have equal access to the whole curriculum. The school's commitment to promoting equality of opportunity and developing positive attitudes in the pupils is reflected regularly across the curriculum. Staff frequently seize opportunities to raise pupils' awareness, often through carefully chosen literacy texts and through other subjects such as art and music.

36. The school makes very good provision for pupils with special educational needs. Good procedures are in place for the early identification of such needs. A very good range of support provides these pupils with appropriate learning opportunities. These occur through individual and small group work, withdrawal from lessons and additional attention in the classroom. The close involvement of classroom assistants and voluntary helpers makes an important contribution towards the progress, which these pupils make.
37. One of the strengths of the curriculum is the excellent provision for the pupils' spiritual, moral, social and cultural development. At the previous inspection, social and moral aspects were very good but spiritual and cultural were only satisfactory.
38. The quality of the spiritual, social, moral and cultural development the school provides for its pupils is an important feature in creating an effective learning environment. The whole ethos of the school is one within which pupils can grow and flourish, respect one another and in turn be respected. The school promotes a teaching style that helps pupils to value the contribution of others and gives them the space to develop their own thoughts and ideas. This was seen very clearly in a religious education lesson when pupils discussed gifts, but is not confined to that subject. A sense of awe and wonder was felt in a Year 2 science lesson when pupils saw the steam from a kettle condense on the back of a cold spoon. There was a sense of spiritual serenity reflected in the dance to music of pupils in Year 2. A short period of time for prayer or reflection is usually incorporated in the school assembly.
39. The strong moral code is known and understood by all pupils. Teachers provide very good examples for pupils in how to work together. The management of behaviour is consistent across the school. Routines are very well-established in all classrooms. Teachers provide a learning environment in which pupils can express their views. This was seen in a Year 1 lesson in which a calm quiet ethos was established for discussion. This respect for their contributions gave the pupils the confidence to explore ideas in more depth. Praise and stickers reward good behaviour and work effectively. The emphasis on good behaviour, particularly on good listening, is helpful in supporting the very good relationships in the school.
40. Social development is promoted very well. Different activities in classrooms give pupils opportunities to work in pairs, groups and independently. They enjoy opportunities to sing together in assembly. Pupils move around school in an orderly way. They are courteous and prepared to help each other. Each week there is an element of social behaviour highlighted and the puppet or drawing of W.I.L.F. (What I Am Looking For), the horse reminds pupils at various places round the school of the weekly target. A noticeable feature of classroom behaviour is the way in which pupils listen with respect to others and appreciate their points of view. The very good relationships in all classes are a major feature of the school and contribute significantly to the excellent social development of the pupils.
41. The curriculum provides a very good range of activities to extend pupils' cultural knowledge. For example in art, they encounter the work of Picasso and Kandinsky. They develop an awareness of the culture of their neighbourhood through visits to places of historical interest such as Armley Mills Victorian Schoolroom, the Bradford Industrial Museum. They celebrated National Poetry Day and on another occasion hosted a visiting poet when they wrote poems in celebration of friendship. They gain an insight into cultures different from their own in their study of a Mexican village and in the study of Hinduism and Judaism. A visit to the synagogue reinforces the teaching in their religious education lessons.
42. Throughout the school, the pupils' personal and social development is promoted very effectively. An appropriate health education programme is taught in all classes and gives attention to sex education and drug misuse at an appropriate level for Year 1 and 2 pupils. They are provided with the necessary knowledge to make informed choices now and in the future.

43. Good links are well established with the adjacent junior school to which most of the pupils transfer. A smooth system is in place for the transfer of relevant records and attainment data. Good links are also established with the local teacher training institutions and the pupils benefit from additional support provided by students training for teaching.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school continues to provide a secure, pleasant learning environment found during the previous inspection. A major contributing factor in the quality of support for pupils is the staff's knowledge of pupils, their circumstances and their individual needs. The head teacher has a pivotal role in this support. She knows pupils and families well and parents value the genuine care and concern she and all other members of staff show. Parents know that staff have the best interests of their children at heart. This is an extremely caring school where parents feel that the family atmosphere is very beneficial to their children and where pupils flourish both personally and academically.
45. A great deal of thought is put into ensuring that children entering the school settle well and adapt quickly to school routines. Parents and carers of all pupils are encouraged to deliver their children directly to classrooms each morning and collect them each afternoon. At lunchtime, each pupil is allocated a seat in the dining hall with his or her name clearly displayed to ensure that any worries that younger children may have about where they sit are allayed. Supervision of pupils at lunchtime and in the playground is of high quality and well organised.
46. The accurate and thorough assessment of pupils' achievement is a strength of teaching and learning. The school has very good procedures for measuring pupils' progress in all subjects. It is particularly detailed in English and mathematics and used well to set targets for improvements in pupils' learning. The teachers make good use of their knowledge of pupils' attainment to provide extra support for particular groups of pupils. For example, teachers identify those pupils who are working at a level just below the next stage in the National Curriculum. They can then provide additional resources to meet their needs. The reception teachers are making good progress towards developing effective methods to measure children's progress from their level on entry to the end of the reception time. Again they make effective use of the information to provide support for particular groups or individuals.
47. Pupils with special educational needs are carefully monitored and well cared for. The teachers regularly discuss the progress such pupils are making and suggest ways of supporting them. The support staff are fully involved in working closely with teachers, parents and other members of the community such as educational psychologists and physiotherapists to make sure the pupils' needs are met.
48. The school takes great care to ensure that health and safety regulations are met and has good procedures to identify potential hazards. Safe practices are observed in and around school and regular checks of the building are carried out with the involvement of governors. The school complies with statutory local education authority child protection guidelines and has risk assessments in place for visits out of school.
49. The school is very successful in promoting good behaviour and has measures in place to record and monitor rare instances of poor behaviour. The reward system is very effective and well understood by parents and pupils. Attendance and punctuality are carefully monitored and the school has effective procedures to ensure that all absence is explained.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school continues to foster very good links with parents who are very supportive of the school and take a keen interest in the education of their children. Staff have established a very strong partnership with parents which has a very positive effect on pupils' learning.
51. Parents' views of the school are extremely positive. In their responses to the questionnaire and in discussion with inspectors, parents expressed their support in almost all aspects of the school's work. They feel that teaching is good, that their children make good progress and are happy in school. All parents who expressed a view feel that expectations are high. Parents feel that the school is well led and would feel comfortable approaching the school with any concerns. A few parents have reservations about the range of activities provided out of school. Inspectors agree with the positive views of parents. Although the school provides a good range of visits out of school, there are no lunchtime or after school clubs this term. There are activities planned for next term and the school has canvassed parents' views as to how they can improve the provision.
52. The school provides very good opportunities for parents to discuss their children's progress, both formally at consultation evenings and informally, as teachers make themselves available when parents deliver and collect their children. Annual written reports to parents have been revised since the last inspection and now provide detailed information about pupils' progress and targets for improvement. Parents and pupils now contribute to the reporting process and the annual report is now a useful, informative and attractive document that fully meets requirements. The school works closely with parents of pupils with special educational needs. They are fully informed of the programme for their child's individual learning and involved in supporting their learning at home. This makes a good contribution to the progress made by these pupils.
53. Information about the school and its work is also very good. Parents are given a clear view of what their children are doing in regular newsletters and a notice board, which is accessible to parents. Parents are welcome to help in school and many do, providing helpful assistance in classroom activities and on out-of-school visits. The Parents' Association raises substantial funds that are used to provide extra resources and prizes for pupils as well as improvements to the school environment. The school prospectus provides very helpful information on the curriculum and daily procedures.
54. The open, welcoming approach of staff enables parents to feel part of the school community and on several occasions during inspection parents referred to the 'Featherbank Family'. The improvements to the reporting procedures have further strengthened the partnership between home and school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The school is very well led and managed. The headteacher has established a very positive and high achieving ethos, continually building on the many strengths identified in the last inspection. She is well supported by a strong senior management and the rest of the staff team. The governing body fulfil their statutory requirements very well and provide good support in planning the strategic development of the school. This is a good improvement since the last inspection.
56. The headteacher is thoroughly involved in the life of the school and her work is a significant strength of the school. The pupils warmly welcome her on regular visits to their classrooms and the parents have nothing but praise for her open and approachable style of leadership. Similarly working relationships with teaching and non-teaching staff are very easy and open and there is considerable mutual respect. The school plans and operates as a team with clear direction from the headteacher. She is well supported by the deputy headteacher in both day-to-day management and strategic planning through assessment management. The ethos of openness and support has considerably strengthened the quality of teaching and learning which has continued to drive up standards in many subjects. There is a good

structure to management systems and all staff are very clear about their roles and responsibilities. The subject leaders for literacy, numeracy, science and information and communication technology are fully involved in monitoring standards and the quality of teaching and managing change. They also lead by setting a very good example through shared teaching activities and maintaining a good quality of display. They ensure the school is well resourced and that staff are given every opportunity to maintain their training needs. The subject coordinators manage their subjects well and maintain good levels of planning and resourcing. All staff contribute effectively to school improvement planning through producing detailed action plans based securely on their own monitoring activities. The structure for monitoring and managing all subjects has improved significantly since the last report.

57. The governing body now plays a much fuller role in planning for future improvement than they did at the time of the last inspection. A dedicated committee of governors analyses progress of the school's action planning and looks towards constantly broadening their knowledge of the strengths and weaknesses of the school. The governors do monitor provision very effectively through regular discussions with key staff such as the literacy and numeracy leaders and by their own informal but well-organised visits. They also participate in a good range of training both jointly with the school staff and through specific governor training organised by the local education authority. The governors have produced a very helpful guidance document to support new governors in fulfilling their role effectively. They receive good analytical information on the results of both national and internal tests and the headteacher's good natured and informative regular reports to governors contribute to their ability to take a useful role in school improvement.
58. The management of provision for pupils with special educational needs is very good. Pupils are identified at a very early stage and their progress is carefully monitored. All staff are made aware of the needs of individual pupils and work well as a team. The management of provision for children in the reception classes is very good. The staff work as a team to make sure that education is focused effectively on the needs of young children. They make good use of national guidance for provision for these pupils and there are effective procedures in place to measure children's progress.
59. The school maintains good staffing levels at present because numbers in certain year groups are low. There is adequate support staff who are very effectively deployed. The induction of new staff is very good, as is the professional development of all teachers. The headteacher is quick to identify and support teachers' particular strengths and provide real opportunities for managerial development. However, she is careful not to overburden staff and the governors match staff responsibilities to pay as effectively as overall finances allow. The procedures for professional developments are very good. Teachers set challenging targets for improving their pupils' performance and developing their own skills. They are given good support through careful monitoring by the headteacher and deputy headteacher and regular reviews on their progress towards meeting the targets. The system sits comfortably alongside the ethos of sharing and striving towards high achievement.
60. The financial procedures are very good. The budget is well managed and tightly matched to the schools identified needs. The governing body monitors expenditure closely on a regular basis. They make good use of information and communication technology to support this monitoring. The most recent audit report concurs with the inspectors' views that finances are very well managed. The school gives very good value for money. Day to day administration is very good. The administrator works very closely with the headteacher to offer good quality support. The quality of accommodation is very good. It is spacious and well-maintained. The quality of work on display is very high and contributes to the very good ethos for learning. The computer suite is used well and there is an attractive and useful library area. The memorial garden area and 'wall of hands' make a very good contribution to the spiritual and cultural development of the pupils. The new outdoor classroom for

reception pupils is beginning to have a positive impact on learning, particularly in mathematics.

61. The overall quality of leadership and management makes a significant contribution to the school's success and potential for the future.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has no significant weaknesses.

However, in order to maintain the very high standards the headteacher, staff and governing body may wish to include the following, lesser issues, in their action plan:

- Develop the use of information and communication technology in all subjects. (Paragraphs: 8, 85)
- Improve the extra-curricular provision. (Paragraphs: 34, 51)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

33

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

20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	8	20	5	0	0	0	0
Percentage	24	61	15	0	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, three percentage points.**

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	0	134
Number of full-time pupils known to be eligible for free school meals	0	3

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	4

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	21	30	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	20	21
	Girls	28	30	28
	Total	49	50	49
Percentage of pupils at NC level 2 or above	School	96 (100)	98 (100)	96 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	21	21
	Girls	30	30	30
	Total	51	51	51
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (98)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	80	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	1	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	19
Average class size	22

Education support staff: YR – Y2

Total number of education support staff	4
Total aggregate hours worked per week	62

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	343,940
Total expenditure	340,490
Expenditure per pupil	2,533
Balance brought forward from previous year	21,140

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	134
Number of questionnaires returned	78

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	21	0	0	1
My child is making good progress in school.	73	24	1	0	2
Behaviour in the school is good.	76	22	0	0	2
My child gets the right amount of work to do at home.	62	32	5	1	0
The teaching is good.	81	18	0	0	1
I am kept well informed about how my child is getting on.	59	32	5	4	0
I would feel comfortable about approaching the school with questions or a problem.	78	14	5	3	0
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	71	19	5	5	0
The school is well led and managed.	76	18	3	2	1
The school is helping my child become mature and responsible.	77	19	3	1	0
The school provides an interesting range of activities outside lessons.	42	29	17	8	4

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

62. The quality of teaching and learning in the reception classes is very good. The curriculum is well planned to meet the children's needs. The teachers focus strongly on developing basic skills in the children's personal development and the basic skills of reading, writing and numeracy. They do this through short and motivating class activities and a wide range of stimulating tasks available throughout the day. All areas of learning are taught well. The teachers work very effectively as a team and have developed good procedures for planning work and assessing the children's progress. The children start school with generally good levels of attainment, but because they have many different pre-school experiences the teachers work very hard to help children settle to daily routines. The classrooms are very well organised, which helps children become self-sufficient and independent. The teachers display children's work well and there is very useful guidance for adults working in the room displayed in each area of learning. However, staff do not make enough use of labels to challenge the reading skills of the most able children. A new outdoor classroom has just opened this term and is beginning to make a good contribution to learning.

Personal, social and emotional development

63. The children make very good progress and many exceed the expected level for their age by time they start Year 1. This is because of the very good quality of teaching and learning. The classrooms are very well organised to encourage children to select their own activities and to work independently and cooperatively. As a result children express a preference for specific tasks and work very well with others. For example, a group of four boys worked closely together to plan and make a building site with a construction kit. They discussed what they were going to build and shared the making. Children working in the 'Post Office' form a team of workers to sort and deliver the parcels. Children listen well to their teachers and follow instructions carefully. They are very well behaved and polite to each other. These good relationships and behaviour are encouraged by the calm and friendly way in which staff talk to children and become involved in their role-play and other activities. The high quality of resources and well-planned tasks means that children are motivated to persist on their different activities for long periods of time. As a result they develop very good attitudes to learning.

Communication, language and literacy

64. The children are very well taught and make very good progress so that by the time they start Year 1 children often work above the levels expected for their age. The children make very good progress in speaking and listening. The teaching and non-teaching staff engage the children in discussions throughout the day. They ask 'how' and 'why' questions to encourage children to explain their ideas and clarify their thinking. As a result the children are eager and confident to speak to different audiences. For example, one girl in role-play in the post office made a strong complaint on the 'phone for late delivery; 'and it had better be here tomorrow because it should have been here yesterday!'
65. Children make a very good start in the early stages of reading and by the time they start Year 1 several children already read independently. They make very good progress in learning initial letter sounds and names and how some letters blend together. This is because teachers use an exciting scheme to develop the classes understanding by linking sounds and actions to the learning of letters. The scheme is taught at a fast pace and reinforced through motivating group activities including writing, cutting and sticking and colouring. Children make very good progress in developing different strategies for reading a book. For example, they learn to look for clues in the pictures. The children can explain how

characters are feeling from the expression on their faces, for example, and relate this to the context of the story. This is encouraged by the teachers' own very good reading and the questions they ask. The big books in the group sessions and the good range of books throughout the classrooms support the children's progress. Parents are keen to hear children read regularly and the teachers encourage this effectively. A possible opportunity is missed to improve the reading of the most able by adding questions to the many attractive and well-labelled displays of children's work around the rooms.

66. The children also make very good progress in early writing skills. Many children progress rapidly from mark making, through writing over or under the teachers' writing to forming their own words and simple sentences. By the end of reception several children write very independently. Most know that a sentence starts with a capital letter and ends in a full stop. Already at this early stage of the year a significant proportion of children write their own simple greetings on their Christmas cards and write their names. The teachers create many very good reasons for children to write such as letters following visits and visitors, cards and booklets. Children successfully learn to structure their writing by cutting and sticking activities linked to the big book group work. They make good use of the computer to write their sentences or make cards.

Mathematical development

67. The children make very good progress and generally exceed the levels expected for their age by the start of Year 1. The quality of teaching is very good. The children make good progress in developing counting skills. They know numbers to ten and read numbers and write digits successfully by Year 1. They show imagination and understanding when asked to suggest large numbers with adventurous ideas such as 199 and one million and one. Very few pupils have problems with counting quickly and accurately to at least 10 and matching numbers to the number of objects. They make good progress in adding one or more to a number and use a good vocabulary to express this. The pupils are very good at quickly identifying missing numbers to 20 and also show a good understanding of place value. For example, the majority of children know that 16 is made up of a ten and a six. The reason for children's success in developing counting and computation skills is the teachers' enthusiastic manner and well-planned mental and oral activities which build on a good knowledge of pupils' achievement. The teachers make good use of the new outdoor facilities to extend the children's knowledge of shape and measure. Pupils use the large scales well to compare weights of blocks and parcels. They use a good vocabulary effectively. The teachers make good use of interesting resources and question children closely. The children are very enthusiastic as a result of the teachers' effective teaching. Children know a good range of counting songs and rhymes which make a good contribution to learning in these areas. Sand and water play provides good opportunities for children to develop their understanding of capacity and shape.

Knowledge and understanding of the world

68. This is very good and children make good progress. The quality of teaching is very good. The classroom is set up to promote many aspects of children's knowledge and understanding throughout the day. Daily routines help children understand features of time and recurring events. The children have a good understanding of seasons, months and days. They are given good opportunities to bring objects of interest from home and discuss these knowledgeably. The role play areas allow pupils to explore aspects of domestic life such as shopping, visiting the doctors and the post office. The activities in these areas promote children's knowledge very well. For example, in the post office children have an idea of geography and shape and measure through sorting activities. There are good opportunities to broaden their knowledge of science through projects on people who help us and ourselves. The stimulating visit by a fireman and subsequent role play contributed well to the children's understanding of the world of work and the dangers of fire. The children

have very good computer skills. They confidently select their own activity from the computer menu, such as producing a Christmas card and print off their work or save it for later printing. They have good designing skills, working cooperatively to produce a building site with construction toys.

Physical development

69. The children's physical development is good and children are working at levels above those normally expected. They show care and accuracy in handling pencils and other small objects and teachers' encourage this well. They are given good opportunities to handle objects of different sizes in role-play and through sand and water activities. The teaching in physical education lessons is very good. Children change independently and call on each other for help which is encouraged by teachers. They have very good awareness of the space available in the hall and are confident to sit in their own 'magic' space. They participate in a good range of warm up activities and know that it is important 'for their heart'. The teacher makes learning fun through the use of simple games such as 'Simon Says' and the fast pace. Children show imagination in holding a balance and stretching and curling. In particular, they make a very good attempt at holding a balance with one leg. The children follow instructions very carefully in the hall. They are resourceful when developing their own simple test for different bouncing balls and hold and throw balls well. They are very self-disciplined because of the teachers' high expectations and very good relationships.

Creative development

70. Children generally exceed the expected levels by time they start Year 1. The quality of teaching is very good. There are well-planned activities available to children throughout the day alongside specific focused lessons. Teachers provide resources of a high quality, which generates interest among the children. For example, the card and shiny paper available for children's Christmas cards is attractive and in interesting textures. There is generally a very good balance between guiding the children in producing artwork and in allowing them to explore. There are very good links with the development of reading and writing skills. Children show very good skills in selecting the materials they want to use. When making robins and angels they cut with care and use glue and sellotape skilfully. The teachers support pupils well by questioning them carefully to look for ways to improve their ideas. They offer lots of praise and encouragement. Children work very well independently. They sing a good range of action songs and rhymes. They sing the Christmas songs they are learning tunefully and rhythmically. They have good opportunities to use musical instruments.

ENGLISH

71. The pupils achieved well above the national average results in reading and writing in the 2002 national tests at the end of Year 2. The work observed during the inspection confirms these very good standards. Since the last inspection, the school has adopted the national strategy for literacy. This has resulted in a very good improvement in the quality of planning, assessment and teaching and is having a very positive effect on standards. The very good progress made is a result of clear planning, very good and sometimes excellent teaching and a very positive response from pupils. Pupils work hard and show very high levels of concentration and interest. Standards of literacy are very good and the teachers ensure that skills are not taught in isolation but are used to support learning across the curriculum. These very high standards in writing and reading mark an improvement since the last inspection. Pupils of all abilities, including those with special educational needs, make very good progress.
72. Most of the pupils who are in Year 2 exceed the expected level in their speaking and listening, maintaining the high standards found at the last inspection. They listen attentively to their

teachers and to each other, sustaining their concentration for a long time. Year 1 pupils exchange ideas well in pairs before sharing them with the class. Pupils in Year 2 listened well to a video in a history lesson and recounted well the knowledge they had gained. By Year 2, the majority of pupils are confident and articulate.

73. Pupils in Year 2 have very good reading skills. Those with special educational needs make good progress through the many opportunities they have to consolidate their sight vocabulary and to recognise sounds in words. This is particularly the case in the literacy lessons when work is always presented to them at a level which matches their needs. A lively approach to the teaching of sounds gained pupils' attention in Year 1 and advanced their knowledge of the reading and spelling of final phonemes. These pupils enjoyed the lesson and became excited by their success. In their reading they use pictures to support the text, word building and contextual clues to build up unfamiliar words. Pupils in Year 2 understand how non-fiction differs from fiction. They use contents and index pages confidently and are just beginning to use a glossary. Pupils read with understanding and pay attention to punctuation. They take their reading books home regularly and are supported very well by their parents who listen to the children read regularly.
74. By the end of Year 2, pupils' attainment in writing is well above that expected and amongst the best found nationally. In Year 2, the writing skills of most pupils are developing very well because of the many opportunities their teachers give them to write in different styles and for different purposes. They are neat writers whose spelling is better than expected for their age because of the good emphasis that teachers place on this aspect and pupils' own skills at sounding out words. They have a good grasp of punctuation and use their knowledge well in their writing. They have a good understanding of how to write instructions, which serves them well in design and technology. The most able show a flair for language. They know how to gain the readers' attention with some very good story starters e.g. 'In the deepest, darkest rainforest lived the huge elephant'. All pupils achieve well because of the demanding teaching and the good provision teachers make when they plan work for pupils with lower ability. Pupils have the opportunity to use information and communication technology where very good teaching makes a very effective contribution to pupils' literacy skills through drafting strategies.
75. The overall quality of teaching and learning is very good. This is an improvement since the last inspection. Teachers have good subject knowledge and lessons are well-planned and well-organised with teaching following the requirements of the National Literacy Strategy. In their planning, teachers are particularly careful to provide work that is suited to the needs of all pupils. They provide opportunities for pupils to develop their speaking skills through good use of questions. Teachers provide a wide range of writing activities that stimulate and challenge. They mark pupils' work diligently, praising some for their good choice of vocabulary or reminding others of the necessity to do so. Pupils respond very enthusiastically to the opportunities provided in all aspects of the subject and they all, including those with special educational needs, make very good progress in their knowledge and understanding. Very good relationships are developed between pupils and teachers, making the school a very effective learning environment. Pupils' attitudes to English are very good, greatly enhancing the progress they make. They behave very well and work enthusiastically. Literacy skills are developed well through other subjects.

76. The school's planned programme of work is the National Literacy Strategy. The various aspects of the work are comprehensively covered. The acquisition of reading and writing skills has a high priority in the school and enables pupils to achieve very good standards.
77. The teacher with responsibility for English has an enthusiastic approach to her role and provides good support and advice to her colleagues. Through studying teachers' planning, she is aware of the work that is being covered throughout the school and has opportunities to look at pupils' work. Very good assessment procedures are in place to check pupils' progress in writing and it is her intention to put in place similar procedures for reading. The information that is recorded is used very effectively to identify pupils' current attainment, the progress they make and helps the planning of future work. Resources are good and are used well to improve standards. Since the last inspection, the library has been moved to a larger room. This enhances pupils' access to attractively presented information and good reading books.

MATHEMATICS

78. Standards are well above average by the end of Year 2. Pupils of all abilities make very good progress. Very high standards have been maintained since the last inspection and there have been good improvements to the percentage of pupils attaining higher levels in national tests. The quality of teaching and planning has improved significantly.
79. By Year 2 the pupils have very good counting skills. They are very quick and accurate counting backwards and forwards to 100 or more. They count accurately in twos, threes and tens. They predict the next number in a pattern and are very quick to identify missing numbers from a numberline. The pupils make very good progress through the school. In Year 1 many of the pupils are already successfully learning to count in twos and tens. The pupils make very good progress because of the systematic teaching and fast-paced, entertaining nature of their counting activities. Teachers make good use of attractive numberlines and squares displayed in the classroom. They use interesting devices such as Velcro interactive games to support learning.
80. Pupils make very good progress in learning and use number facts to 100. For example, by Year 2 the pupils have a very good knowledge of their two, five and ten times tables and some know the three times table. They know good strategies to calculate beyond 12 times 10. The Year 1 pupils are very secure in their knowledge of numbers that add up to ten, and more able pupils are secure in the numbers beyond that. Pupils have a very good understanding of place value. For example, Year 1 pupils quickly explain the 15 is one ten and five units. By Year 2 many pupils explain how numbers to 1000 are built up. The reason for the high standards and pupils' general confidence in handling numbers is the very well planned mental and oral activities both at the start and throughout lessons. Teachers ask very probing questions to make sure that all pupils understand.
81. Pupils use a very good mathematical vocabulary. Teachers emphasise what vocabulary is to be learned throughout the lesson. As a result Year 2 pupils have a thorough knowledge of many different words and phrases for multiplication and division and use them effectively in their work. The Year 1 pupils confidently and accurately discuss the 'most expensive' and 'cheapest' items on the school menu. In measurement work Year 2 pupils use 'centimetres' and 'metres' accurately.
82. Pupils are very good at solving mathematical problems and using their mathematical knowledge. For example, in Year 2 the pupils follow up an activity on measurement by setting problems for others involving '5cm longer than a 10 cm line' etc. The Year 1 pupils use the very clear and attractive menu to find combinations of goods they can buy for a given amount. Almost all of the work set for the pupils involves them finding out for themselves and using investigative skills.

83. The pupils make very good progress and attain high standards in shape, measure and data handling. Year 2 pupils make excellent progress in learning to record time in both digital and analogue forms and to calculate times. This is because of the excellent range of resources available to all pupils, the well paced lesson and activities which challenge all pupils. The quality of pupils' measurement work is quite exceptional. Pupils know how to use rulers to measure length in centimetres by the start of Year 2 and are very accurate. They know how to hold a ruler and mark a line with great accuracy and they estimate distances accurately. They know when to use longer measures and make good use of non-standard units such as pace and span. The Year 1 pupils ask simple but appropriate questions to draw information from data they have collected on favourite fruits for their design and technology work. They make good use of information and communication technology to produce graphs and charts.
84. Pupils' attitudes to mathematics are excellent and they are eager learners. They are very independent because they have been given the tools to perform the tasks and know how to ask the right questions to attain information. They are very attentive to the teacher's instructions and also listen to each others' explanations. Their work is carefully presented.
85. The quality of teaching is excellent. The teachers make very good use of the National Strategy of mathematics combined with their own scheme of work to identify the steps in learning for all aspects of the subject and to structure lessons tightly. The mental tasks at the start of lessons are swift and focused. Teachers make very good use of a wide range of attractive, clear and long-lasting resources used by both individuals and for the class. The teachers' questioning skills are exceptional. They gently probe the pupils to make certain that they understand new work. They create many situations for pupils to explain their own thinking. For example, they encourage pupils to question each other and give them key points to look out for, such as the vocabulary. There is excellent use of praise. For example, in Year 1 the teacher exclaims 'That was really astounding.' And he goes on to tell the class to listen to the child carefully. The pupils are given many techniques to help them learn. For instance, the Year 1 learn to draw 'quicktures' (the class made the word up) because they don't want to waste mathematics time drawing pictures. They are taught to 'scan' charts and pictures for information. The teachers are very good at modelling strategies for solving problems as well as allowing pupils many opportunities to discuss their own ideas. There is sound use of computers in the subject and this is currently an area for development. The school does not use a whiteboard or touch screen technology to enhance counting and computation skills still further. The final sessions of lessons are carefully planned for so that teachers have the opportunity to measure the success pupils have had during the lesson and set them new challenges which makes them eager to learn more. Very effective marking and support given to pupils during the lesson contribute to teachers' high expectations. Teachers create opportunities for pupils to collaborate together and plan their own work. The teaching assistant for pupils with special educational needs is very well informed and provides first-rate support. Work in subjects such as science and design and technology make a good contribution to learning in mathematics.
86. The leadership of the subject is very good. The subject leader monitors the work of staff closely and provides good examples of teaching. Test results are rigorously analysed and used as a springboard for future improvement.

SCIENCE

87. By the end of Year 2, the pupils reach standards which are well above those found nationally. This reflects a similar picture to the most recent National Curriculum assessment results. All of the pupils, including those with special educational needs, make very good progress during their time in the school.
88. In both year groups, the pupils develop a good fund of scientific knowledge relating appropriately to their own daily lives and experiences. They have a good understanding of how living creatures grow and change derived from their own observations. They are able to apply their knowledge to other life cycles. For example, they understand and accurately describe the change from a caterpillar to a butterfly. By Year 2, the pupils identify accurately the main parts of a plant and the human body. They understand the conditions necessary for plant growth as a result of direct observation. High quality planning emphasises the development of the pupils' scientific language. As a result, the pupils use a range of appropriate vocabulary confidently in the course of their work. For example, in a Year 1 class, in answer to the question, "How is it that this Christmas bauble shines and twinkles?" a pupil replied, "It's reflecting light from a light source, the classroom lights." The pupils develop good skills in recording carefully their observations and findings using a variety of charts and diagrams. However, they have too few opportunities to use information and communication technology for this purpose.
89. The quality of teaching is consistently very good and all staff have high expectations for the pupils' learning. Well-judged questioning is a strong feature of the teaching so that the pupils at all levels of ability are challenged. Good emphasis is placed on prediction and careful observation. The pupils demonstrate increasing progress in these areas in each year group. The pupils are encouraged to explain their thinking and to describe why they need to carry out fair tests. They do this very well and derive much pleasure in sharing their knowledge. The strong emphasis placed on developing the pupils' investigative skills is reflected in the very good progress which they make throughout the school with regard to scientific enquiry.
90. In each class, resources are used very effectively. All teachers take steps to enable all pupils regardless of gender, ability or ethnic background to take a full part in lessons. The pupils respond with much enthusiasm and their behaviour is exemplary. Well-briefed and highly competent support staff make a significant contribution to the progress made by pupils with special educational needs.
91. Since the last inspection, the high quality of the teaching has helped to raise standards even further. Assessment strategies are much more effective and evaluation is used very well to plan future work. Science is now taught as a separate subject, which enables teachers to focus attention on particular groups. As a result, pupils are challenged more effectively and are helped to deepen their scientific thinking.
92. The well-qualified coordinator provides strong leadership and management in the subject. As a consequence, the subject has a clear focus and educational direction. Science is allocated an appropriate amount of time and the content of the work meets fully the requirements of the National Curriculum.

ART AND DESIGN

93. By the end of Year 2 standards in art and design are high. Many pupils work at levels above those normally expected. The quality of teaching and learning is very good, although no teaching was observed in Year 2. There has been good improvement since the last inspection. All pupils, including those with special educational needs, make very good progress.
94. The pupils' basic skills are very good and they make very good progress. They learn to draw with a wide range of different media including drawing pencils, felt tip pens, chalks, pastels, paintbrushes and inks. They know and use very good techniques for shading and colouring in. For example, the Year 1 pupils explain how to shade closely up to the line so that you can fill in without worrying about spilling outside the line. They use paints and paint brushes well with a lightness of touch which belies their age. The Year 2 pupils have a very good understanding of different shading techniques such as 'hatching', and use the proper vocabulary accurately. The reason for the high standards is that the teachers pay very good attention to encouraging and praising the pupils, and stress ways of improving their techniques. By Year 1 pupils show good spatial awareness in their work. They use the available space on the paper well. The pupils are very independent in their work and are encouraged to share ideas and support each other during the lessons. This means teachers focus their attention where it is needed most. Teaching assistants offer very good support in this because they are well informed and skilled in questioning pupils.
95. The pupils use an excellent range of techniques to express their ideas in art and design and are able to explain why they have used them. For example, the Year 2 pupils describe how they made large prints following an industrial visit in the previous year because they could make the parts look spiky like real cogs and levers. They use fabrics well to produce collage pictures selecting colours and textures that combine well. They use clay, plasticine and card for three-dimensional modelling. They have the opportunity to work on individual and group projects. Many activities continue over more than just one lesson. For example, pupils in Year 1 worked very well together to produce a collage in science on night and day scenes.
96. Pupils make very good progress in appreciating the work of different artists. The teachers emphasise the key points of different artists work and so the pupils use the techniques rather than make copies. As a result the Year 2 pupils explain how Picasso was more interested in line and form than in producing life-like pictures. They produced very stimulating self-portraits as a result.
97. The quality of teaching and learning is very good. Learning is closely linked to other aspects of the curriculum where possible, which makes the work more meaningful to pupils. However, this linking is not stressed at the expense of progress in art and design, which is carefully monitored. Lessons are well planned with a good balance between developing techniques and allowing pupils the opportunity to express their own ideas. The teachers' good use of effective questioning allows pupils to think through their ideas. Teachers have very high expectations for pupils to concentrate and work hard and the good relationships ensure this happens. There are many opportunities provided to stimulate pupils' imagination. For example, visits to industrial and historical settings and good quality pictures displayed around the school help pupils to think about images and techniques. Some of the resources used in lessons are a little too small for all pupils to see easily. There is sound use made of art programmes on the computers and some use of design capabilities. Teachers make good use of the sessions at the end of lessons to share ideas with other pupils and measure their achievement.
98. An enthusiastic and informed coordinator leads the subject very well. All teachers are enthusiastic about the subject. The subject coordinator monitors standards successfully. A useful portfolio exemplifies the range and standards of work in Year 1, and a similar folder is

being developed for Year 2 and the Foundation Stage. The very high quality of pupils' work on display contributes to pupils' positive attitudes and standards attained.

DESIGN AND TECHNOLOGY

99. Standards in design and technology are above average. This is a very good improvement from the last inspection. Only one lesson was observed during the inspection so it is not possible to give an overall judgement on the quality of teaching and learning. The judgement on standards is based on scrutiny of available work and discussions with pupils and staff. The quality of teaching in the one lesson observed was very good.
100. By Year 2 the pupils have a good understanding of the design and evaluation process. They design vehicles in substantial details to test the effectiveness of making different axles and wheels. They understand that the most important part of the model is the part they are testing, but also appreciate that they wish to produce a good quality finished product. They make good use of their knowledge of length and measurement from mathematics lessons in producing their plans. The pupils have very clear views about how they can improve their vehicles and make their work more effective. For example, they suggest alternative ways of joining materials to make the axles stronger. They make good written evaluations of their work. They make good progress towards their understanding of the design process. For example, in Year 1 they explain how they designed posters on healthy living to catch peoples' attention and make them big and bold.
101. In Year 1 the pupils have a very clear understanding of what makes a successful package for a product. They express strong preferences for the fruit cartons that interest them. They use a good vocabulary to express their ideas. For example, they talk about the 'labels' colour and price' as all influencing the purchases decisions. They use a good language to express the flavours the enjoy; 'It is a bit tart, but it's OK.' The teacher uses a very good technique to enable pupils to be clear about their ideas. She encourages them to discuss each aspect of the lesson in short bursts and then asks one pupil to explain the other pupils' ideas. This makes a very good contribution to the development of speaking and listening skills.
102. The quality of finished products is very high. The vehicles are constructed with care, folds are neat and sellotape and glue are used sparingly. The pupils select their own materials. The design for pupils' fruit containers is of a very high quality, showing care, imagination and careful planning. The care they take reflects their enthusiasm and carefully developed observational skills.
103. The subject coordinator is new to the school but has undertaken a review of planning and has discussed and made informal observations of standards. She has a good action plan in place to develop management of the subject.

GEOGRAPHY

104. The school at present teaches a mixed humanities programme with geography and history lessons in alternate terms. As a result, there were no opportunities to observe teaching during the inspection. The evidence from inspection indicates that the standards of attainment match the standards expected of pupils at the end of Year 2.

105. By Year 2, pupils can compare and contrast their local area with some further afield. The recently introduced topic on Toucaro in Mexico is a good example. Pupils are introduced to this study by comparing and considering what they see in their own vicinity of home and school. They then look at the environment of Toucaro. The little toy Featherbank bears are available to accompany pupils on holiday in the British Isles or abroad and are discussed when the bear returns. The pupils photograph the bears at the location and these photographs are later displayed alongside the map of the location. Pupils can transfer the skills learned in comparing Toucaro and Horsforth to these other environments. The school makes good use of the local environment with its proximity to a canal, a river, a railway and a park. The latter provides a good opportunity for pupils to take walks at different seasons to observe changes in the weather and learn about weather conditions locally. They record their information on a weather block graph with weather symbols.
106. There was not enough evidence to form a judgement about teaching. The planning for what is to be taught shows that the teaching largely follows the programme of national guidance which ensures continuity and progression in learning.
107. The teacher with responsibility for the subject works closely with the teacher who has responsibility for history. She samples pupils' work and keeps an up-to-date portfolio of examples of pupils' work, which represent the various aspects of the subject that the pupils cover. She plans to develop an assessment system linked to the programme of work.

HISTORY

108. Standards at the end of Year 2 are above the national expectations. Pupils make good progress through the school. This represents an improvement on the last inspection findings, when standards were reported to be in line with those seen nationally.
109. By the end of Year 2, pupils develop their knowledge and understanding of people and events in the past. Stories help them learn about Samuel Pepys and the Great Fire of London. Pupils can give reasons for the fire spreading, such as how close the houses were to each other, the lack of fire engines and because of the materials with which the houses were made. They recognise differences in past and present life and are beginning to appreciate why events happened and what happened as a result. History helps pupils to develop good skills in finding information. Pupils in Year 1 investigating Guy Fawkes used books, a video, the computer and asked their parents for information before writing their evidence. Pupils in Year 2 were good at recollecting details of the First World War which they had learned about in relation to Remembrance Day. They recognised the significance of the day, the personal sacrifice which soldiers made and the symbolism of the poppies.
110. There is very good and excellent teaching. The teachers' knowledge and enthusiasm for the subject challenge pupils and make demands on those of high ability. Pupils are set work that is well-matched to their abilities and they respond enthusiastically. Teachers inspire them to use their imagination, which produced very effective writing in Year 2 when pupils pretended that they were present at the Great Fire of London. Such writing makes a significant contribution towards the development of pupils' literacy skills. Teachers sometimes use a shared reading approach to the history text and pupils read aloud well with expression. Teachers give pupils many opportunities for speaking and pupils organise and communicate their thoughts well. Pupils' very good attitudes to learning help to maintain interest and motivation.
111. The leadership of the subject is very good. There are good displays of work which pupils can look at to bring history alive. Teachers provide opportunities for pupils to visit local museums and this enhances their learning experiences. The work done in history has a good impact on pupils' cultural development through a study of their own culture.

INFORMATION AND COMMUNICATION TECHNOLOGY

112. By Year 2, the pupils achieve standards which are in line with those expected nationally. This represents a significant improvement since the last inspection. Throughout the school, the pupils at all levels of attainment, including those with special educational needs, make good progress.
113. The newly established computer suite enables the pupils to have much more time to extend and develop their information and communication technology skills. They are confident and demonstrate an increasing range of relevant skills. For example, very effective teaching enabled the Year 2 pupils to develop good skills in producing, amending and enhancing text. They show much progress in understanding the function of a variety of keys and the mouse to change the size and colour of fonts, to scroll up or down a page and to insert punctuation and spelling changes in their text. Many of the pupils understand how to use line breaks to produce vertical lists as part of a shopping topic. They save their work easily and print it out successfully. The pupils also make increasing progress in the control aspect of their work. This represents considerable improvement since the last inspection. For example, Year 2 pupils demonstrated how to enter a set of instructions to program a robotic toy accurately to travel various distances and change direction.
114. The quality of teaching is very good and has improved since the last inspection. Lessons are planned effectively and subject expertise among staff is now instrumental in supporting the pupils' good progress. The teaching builds on the pupils' prior learning so that they demonstrate confidence and are not afraid to adopt trial and error strategies. Work in the subject is well coordinated, contributing significantly to the improvements made in provision and in the pupils' achievements since the last inspection. The programme of work meets the requirements of the National Curriculum. All of the pupils now have good access to computers and other appropriate resources so that their needs are met successfully, particularly in terms of gender, race and ability.

MUSIC

115. By the end of Year 2, standards are similar to those expected nationally. This represents good improvement since the last inspection. Pupils, including those with special educational needs, make good progress during music lessons.
116. The pupils sing tunefully and use their voices expressively during the singing of songs and hymns. Their singing is clear and they know how to maintain a steady pulse. From an early age, the pupils hold and play a variety of tuned and untuned percussion instruments correctly. Their listening skills are very well developed. For example, their responses to good quality music, such as Saint-Saens 'Carnival of the animals' and Tchaikovsky's 'Nutcracker suite' reflected their sensitivity to the moods and feelings which different types of music evoke.
117. Good quality and sometimes inspirational teaching gives the pupils access to an interesting music curriculum. They derive much enjoyment from the experiences provided. They make good progress in lessons during which they have time to explore the sounds made by a variety of instruments and to compose, practise and perform together. Music lessons are very well planned and taught at a brisk pace, helped by the keen interest and outstanding behaviour of the pupils.

118. The subject is well-coordinated. Lessons are resourced appropriately so that all the pupils are able to take a full part. Since the last inspection, the quality of the teaching has much improved, and underpins the rise in standards. The pupils now have access to a more stimulating and rich curriculum. For example, they have recently taken part in a steel band workshop. A string quartet has visited the school and, in addition, a 'Samba' workshop provided pupils with the opportunity to play instruments and practise and present performances.
119. Music makes a very good contribution to the aims of the school. The content of the work meets the requirements of the National Curriculum.

PHYSICAL EDUCATION

120. By Year 2, the pupils achieve standards that are above those expected nationally in dance. Pupils, including those with special educational needs make very good progress during their time in the school because of the consistently high quality of the teaching.
121. In dance, the pupils demonstrate increasing confidence, finding appropriate space whilst respecting the space of others. Their movements reflect the considerable progress they make in their bodily control and coordination. Very good teaching of expressive techniques enables the pupils to select and incorporate these techniques into their dance sequences. For example, in a Year 2 class, they responded with a great deal of imagination and creativity when devising a dance in response to part of the 'Nutcracker Suite'. They worked in pairs creating well-sequenced movements at different levels. Their work was enhanced by the use of imaginative facial expressions and effective hand gestures. Good starting and finishing positions have a positive affect on their work.
122. The high quality of the teaching is a significant factor in maintaining the high standards apparent at the time of the last inspection. Excellent class control and management of the pupils mean that lessons take place in an orderly and purposeful manner. As a result, the teaching is particularly effective in helping the pupils to combine much physical and intellectual effort into their work so that they make rapid progress. The effective support provided by classroom assistants contributes to the very good progress pupils with special educational needs make in lessons.
123. The subject is well coordinated and makes an important contribution to the aims of the school. The content of the work meets the requirements of the National Curriculum.

RELIGIOUS EDUCATION

124. Standards seen in Year 2 are above the expectations of the locally agreed syllabus. This is an improvement on the last inspection.
125. Pupils know well that there are different religious faiths such as the Hindu faith and the Christian faith. They name the special festivals associated with these faiths such as Diwali and Christmas. Year 2 pupils retell the story of Rama and Sita and talk about the origins and customs surrounding the Hindu festival of light. Pupils in Year 1 have excellent recall of the gifts brought to Jesus and understand how meaningful the shepherd's gift of a lamb was to them relative to the kings' wealth. These pupils give thoughtful reasons for giving gifts. Their sense of spiritual and social awareness is very good. Pupils in Year 2 also have a good knowledge of the Christmas story.
126. Most pupils have positive attitudes to the subject and the behaviour of most is very good. The teachers listen to their contributions with respect, which gives pupils the confidence to reason and explore ideas in some depth.

127. In the few lessons observed, the quality of teaching was very good. Teachers have good subject knowledge and lessons are well-planned to gain pupils' interest and to encourage them to explore their views. Teachers have very good relationships with the pupils and they promote an atmosphere in which pupils feel secure to express their feelings. Through this sensitive approach, teachers ensure that the subject makes a very significant contribution to pupils' spiritual, moral, social and cultural development.
128. Curriculum planning relates well to the requirements of the locally agreed syllabus and incorporates aspects from the national planned programme of work. The school has a good range of artefacts from the different faiths studied. There are opportunities for pupils to hear about other faiths through visits to places of worship, the local church, a synagogue or by listening to visitors talking about aspects of their faith.