

# INSPECTION REPORT

## **HORSFORTH NEWLAITHE'S JUNIOR SCHOOL**

Horsforth, Leeds

LEA area: Leeds

Unique reference number: 107860

Headteacher: Ms S E Morgan

Reporting inspector: Mr D Byrne  
28076

Dates of inspection: 13<sup>th</sup> – 16<sup>th</sup> January 2003

Inspection number: 246722

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
School address:	Victoria Crescent Horsforth Leeds
Postcode:	LS18 4PT
Telephone number:	0113 2588645
Fax number:	0113 2588645
Appropriate authority:	Governing body
Name of chair of governors:	Mr D Firth
Date of previous inspection:	19 <sup>th</sup> January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		
28076	Mr D Byrne	Registered inspector
9224	Mr M Vineall	Lay inspector
18027	Mrs S Mawer	Team inspector

The inspection contractor was:

Lynrose Marketing Ltd  
Bungalow Farmhouse  
Six Mile Bottom  
Newmarket  
Suffolk  
CB8 0TU

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33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Horsforth Newlaithes Junior School is located in Horsforth on the outskirts of Leeds. It educates 187 pupils; the vast majority of whom are of white British origin. No pupil requires support for English as an additional language and there are no refugees or Traveller children. The majority of pupils live in socially advantaged homes although a significant minority do not. Pupils' attainment when they start school is well above average. The percentage of pupils eligible for free school meals (3%) is very low and the percentage identified as having special educational needs (5%) is also very low. One pupil has a statement of educational need. The school has gained a significant number of awards in recognition of its efforts. In 2001, the school gained an Award for Investors in People and it has been successful in gaining the Basic Skills Quality Mark. The school receives annual grant from Excellence in Cities to support aspects of pupils' development.

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

This is a very good school with many excellent features. Pupils make good progress and achieve very high standards in English, mathematics and science and achieve high standards in geography, history, information and communication technology, physical education and religious education. Throughout the school, very good teaching successfully promotes amongst pupils excellent attitudes to learning, exceptionally good behaviour and excellent relationships. The leadership and management of the school are excellent and ensure that the quality of education provided for pupils is as good as it can be. The school gives very good value for money.

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

- Excellent leadership provides a very clear educational vision and ensures that all aspects of the school are exceptionally well managed.
- Very good teaching promotes very high standards and good progress in English, mathematics and science and good standards in information and communication technology, geography, history, physical education and religious education.
- The school ethos promotes amongst pupils excellent attitudes, behaviour and levels of personal development and provides very good opportunities to develop pupils' spiritual, moral, social and cultural development.
- The school provides a very good curriculum that excites and stimulates pupils' curiosity and interest and motivates pupils to learn.

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

- There are no significant weaknesses in the school.

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

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

Since the last inspection in January 1998, the school has made very good improvements. The quality of leadership and management is much more effective and has created an excellent team spirit amongst staff that promotes very high standards. Standards attained in English, mathematics, science, geography, history, information and communication technology, physical education and religious education are much higher. The quality of

education has improved, especially with regard to the standard of teaching, the breadth and relevance of the curriculum and links with parents and the community. There has been a good improvement in the way pupils with special educational needs are supported. Given the current excellent quality of leadership and management and the very good standard of teaching, the school is well placed to maintain the very high standards and to improve even further its very good quality of education.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	A	A	A
mathematics	B	B	A	B
science	A	B	B	C

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

All pupils, including those with special educational needs and higher attaining pupils, make good progress as they move through the school and achieve very well. In the 2002 end of key stage tests, standards in English and mathematics were well above the national average and in science standards were above the national average and in line with the average for similar schools. There was no significant difference between the performance of boys and girls. Inspection evidence confirms that very high standards exist in English and mathematics and also in science. The discrepancy between the inspection judgement for science and the end of key stage National Curriculum test results is explained by the fact that pupils have very well developed skills of performing scientific investigations which are not fully tested. Standards in English, mathematics and science have improved since the last inspection and particularly good progress has been made in mathematics. The improvements are a direct result of the excellent leadership and management of the school which have provided staff with clear direction supported by a very good policy for staff development. The school sets suitably challenging targets for pupils' attainment in English and mathematics.

In subjects other than English, mathematics and science, there are many strengths. By the end of Key Stage 2, pupils reach standards that are above national expectations in information and communication technology, geography, history, physical education and religious education. In other subjects, pupils' attainment is in line with the national expectations for their age.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils really enjoy learning and have a thirst for knowledge. Outstanding attitudes to work prepare pupils very well for the next stage of their education.
Behaviour, in and out of classrooms	Excellent. Pupils are extremely fair, caring and courteous. Pupils treat others with the greatest of respect and are highly tolerant of others' views.
Personal development and relationships	Excellent. Pupils all show high levels of initiative and take responsibility for learning. They form excellent relationships with others.
Attendance	Very good. Attendance is well above the national average and the rates of absence are low.

## TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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 quality of teaching is very good overall with many excellent features. Throughout the school, teachers make very good use of assessment to plan very effectively to meet everyone's needs. Very good team work between teachers and support staff ensures that pupils with special educational needs make good progress and that higher attaining pupils are suitably challenged. The quality of teaching in English and mathematics is very good. Teachers have very high expectations of the pupils and lessons are interesting and made relevant to the pupils' lives. Time is taken to develop pupils' understanding of what they are learning and not just their ability to regurgitate facts. Teachers make good use of information and communication technology to support learning across the curriculum and very good use of homework extends the opportunities for learning. Pupils respect their teachers and work very hard in lessons trying to produce the highest possible standard of work. In all subjects, teachers provide a good balance between teaching pupils facts whilst instilling good skills of using research to find information on their own. Teachers effectively promote amongst pupils good work habits, high levels of maturity and a sense of responsibility, preparing pupils very well for the next stage of their education.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. A broad and balanced curriculum is enhanced by the very good use of visits and visitors. There is an excellent range of extra-curricular activities. Pupils' personal, social, health and citizenship education is very well promoted.
Provision for pupils with special educational needs	Very good. The needs of pupils with behavioural and learning difficulties are fully met. Able and talented pupils are identified and teachers adapt what they teach to match these pupils' needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The curriculum and the excellent ethos of the school contribute to providing pupils with very good opportunities for spiritual, moral, social and cultural development.
How well the school cares for its pupils	Very good. Assessment is used very effectively to identify and support the needs of all pupils. The school creates a very safe and secure environment and the level of care for pupils' personal, social and emotional development is very high.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Excellent. The head teacher provides a very clear vision for the development of the school and is supported by a committed deputy head teacher and well-informed governing body. Close attention is given to promoting the highest possible academic and personal standards. Very good teamwork exists amongst the teaching and support staff with very good levels of communication. Everyone knows their role and feels valued.
How well the governors fulfil their responsibilities	Very good. All statutory duties are met. The governors are very knowledgeable about what goes on in the school and use all available information to ensure that potential weaknesses are identified and rectified.
The school's evaluation of its performance	Excellent. All available assessment data is analysed to monitor how well the school is doing. Very effective monitoring procedures inform the senior management team and governing body about how well the school is doing in all aspects of school life. The governing body has very good procedures to ensure that the school gets best value from its income.
The strategic use of resources	Excellent. All resources of time, staffing, accommodation and learning resources are used very efficiently. Procedures to maintain and improve resources are excellent and the governing body makes sure that the accommodation is of a very high standard.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The small class numbers.</li> <li>• The high standards achieved and the progress their children make.</li> <li>• The attitudes, behaviour and levels of personal development achieved by their children.</li> <li>• The quality of teaching and level of care provided by the school.</li> <li>• The range of extra-curricular activities and the broad and balanced curriculum.</li> <li>• The positive impact of the leadership and management on the ethos of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The way the school works with parents.</li> </ul>

The inspectors agree with each of the positive views made by parents. Regarding the view that the school could work more closely with parents, inspection evidence does not support this. The quality of communication with parents is very good and there are many opportunities for parents to seek information and ask questions of the school through formal parent consultation evenings and through contacting the school for an appointment if necessary. The school values the involvement of parents and members of the community in supporting pupils.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Excellent leadership provides a very clear educational vision and ensures that all aspects of the school are exceptionally well managed.**

1. The head teacher provides excellent leadership and management for the school. Despite disruptions in staffing owing to illness and secondments, a strong team spirit has been maintained and everyone works together with a common purpose. The head teacher has regular formal and informal meetings with all staff to make sure that everyone fulfils their clearly defined responsibilities in the life and work of the school. There is a clear commitment to promoting the highest possible academic standards but not at the expense of promoting high standards of personal development. In 2002 the school deservedly achieved the prestigious “Investors in People Award” in recognition of the excellent standard of management in the school.
2. The head teacher makes sure that the school provides a fully inclusive education that gets the best out of all pupils regardless of their abilities and personal, social and emotional development. A high regard is given to promoting pupils’ spiritual, moral, social and cultural development and to developing pupils’ awareness of issues around racial equality. The provision of education for those with special educational needs is very well managed by a well-informed and organised co-ordinator and the school has good systems for identifying able and talented pupils. All elements of the school’s equal opportunities policy are successfully applied.
3. A committed and hardworking deputy and efficient senior management team very effectively support the head teacher. Together, this management structure keeps a close eye on what goes on across the school. Very good procedures exist for monitoring the quality of teaching and learning in each class and very good staff development strategies are in place to make sure that staff can be supported and trained. The role of subject co-ordinators is very well developed and effective in managing subjects. The school’s development planning process includes accurate evaluations of what needs to be improved and realistic targets of how to do this. The process of gathering information for this key planning document includes careful consultation with teaching and support staff and governors, and also, from time to time, with parents. All strategic decisions are made after careful consideration of all options and changes are introduced in a measured way. The head teacher and deputy work together very well and are constantly seeking ways of making constructive links with other educational establishments in order to broaden the facilities available to staff and pupils.
4. The governing body is very effective in monitoring how effectively the head teacher and staff manage the school. Governors are very supportive of the school and work closely with the head teacher and staff but they also maintain a role of acting as a critical friend by checking that management decisions are benefiting pupils’ education. Governors ensure that all statutory responsibilities are met and that all available data is analysed to keep an eye on the attainment and progress across the school.
5. The head teacher, monitored by the governing body, very efficiently manages the school. All elements of financial management are very good with all spending decisions made to ensure that the best value is gained from the available income. The decision to maintain eight single aged classes has been justified up to now and has helped pupils to achieve very well but the impact of falling numbers in the future has been recognised

and strategic planning is taking place to manage any reduction in income. The governing body has very good strategies for ensuring that all elements of spending are only decided upon after comparing the school's performance with other similar schools and consulting widely with all interested parties.

6. Planning is very efficient to ensure that maximum use can be made from the available time each day. The head teacher ensures that staff are very well deployed to support pupils. The accommodation is very efficiently managed and maintained to the highest of standards. All parts of the school are impeccably tidy and organised and this makes it easier for pupils and staff to locate and store resources. Outdoors, the play areas include a good range of recreation areas and the school's nature area, recognised as one of excellence by the RSPCA, offers pupils an outstanding resource for developing their knowledge and understanding of environmental education.

### **Very good teaching promotes very high standards and good progress in English, mathematics and science**

7. Throughout the school, all teachers work very hard and effectively provide a well-planned, exciting and stimulating education that meets the needs of all pupils. Both teaching and support staff work together as an effective team with very good levels of support from parents. The very good quality of teaching results in pupils learning at a good rate overall and at a very good rate in English and mathematics.
8. Throughout the school, teachers form excellent relationships with pupils that result in pupils being attentive and very enthusiastic learners. Behaviour is excellent and pupils' work rate is outstanding. Strong codes of conduct, agreed with pupils, successfully promote pupils' moral development. Teachers make very good use of assessment information to make sure that lessons are planned to meet the needs of all pupils. Work is matched carefully to the needs of pupils with special educational needs using well-written individual education plans. The effective use of setting pupils by ability ensures that higher attaining pupils are challenged to think for themselves and achieve well. A very strong feature of the teaching is the effective way that teachers use homework. It extends classroom initiatives and promotes very good levels of independence in the way pupils work.
9. Teachers value pupils' ideas and spend a lot of time encouraging pupils to think about what is being taught and not to just learn facts. Sensible use of praise and encouragement rewards the efforts of pupils and it is exceptionally rare for any sanctions to be administered. Social development is successfully promoted. Every effort is made to involve less confident pupils in lessons so that everyone is included. Teachers skilfully use discussion techniques to develop pupils' ideas and to reinforce the meaning and correct use of vocabulary appropriate to the subject. A strong feature of all lessons is the way teachers make specific reference to pupils about the purpose of each lesson. This successfully focuses everyone's minds and enables pupils to be aware of what is expected of them. A good amount of time is given towards the end of lessons to review the progress that pupils have made and establish what has been learnt. Pupils' work is marked regularly and usually includes positive, constructive comments and guidance for improvement where necessary.
10. The teaching of English and mathematics is very good with some excellent features. The curriculum is very well planned and teachers have a very good grasp of what is expected and how to meet the needs of their pupils. The high attainment of pupils is recognised and teachers adapt both the national strategies so that pupils are

challenged and stimulated. Teachers develop amongst pupils a very good knowledge and understanding of how to use both spoken and written language and apply their skills to effectively communicate with a wide range of audiences. Pupils are successfully encouraged to understand how to change language in order to communicate for different purposes.

11. Pupils develop very effective reading skills. By the end of Year 6, pupils interpret a range of different types of texts to locate information and meaning. They have a good knowledge and understanding of a range of modern and classical texts. Older pupils are familiar with techniques of skimming and scanning their texts and use this technique when carrying out research into school projects, for example, in history and geography. The very good quality of teaching is enhanced by the way that parent helpers regularly support pupils with reading in school. The Right to Read Project offers pupils a chance to receive support from trained adults who voluntarily give time to helping readers and further support is given by BUPA staff participating in a school based community project.
12. The very good standard of reading is recognised by teachers and very effective steps are taken to build on this to achieve high standards in writing. By the end of Year 6, pupils write with a very good style of handwriting that is fluent and legible. Pupils spell well and, through very effective teaching, have a very good knowledge and understanding of grammatical structures and the correct use of punctuation. Teachers are rigorous in the way that basic features of English are taught. For example, in a Year 5 Literacy lesson, pupils were expected to turn simple sentences into complex ones, including the addition of commas where necessary. As a result, pupils confidently analysed texts and highlighted the different clauses in sentences and also realised how writing can communicate with more accuracy and imagination by skilfully using adverbs and adjectives.
13. Teachers have established very good procedures that support and guide pupils in their writing. Pupils are familiar with the idea of note taking and planning out their work before writing the complete piece. Editing and drafting is fully understood. In some imaginative writing about a haunted house, pupils demonstrated a very good knowledge of how to use short sentences to create a feeling of suspense and also made good use of speech marks and other punctuation to embellish and add to the way the plot unfolded. Most pupils use the written word well to successfully build up a strong image of characters and their features. Pupils' awareness of aspects of both British and other cultures is promoted through the use of literature. Poetry is a strong feature of the English curriculum. Pupils across the school compile class anthologies that feature poems written in a shape, for example, words in the shape of a bat and poems that make use of rhythm about The Beach.
14. In addition to creative writing, teachers give good emphasis to developing pupils' skills of writing for a purpose. Teachers effectively plan for pupils to use writing across the curriculum most especially in history, geography and science where pupils record their research notes or make a record of their science investigations. For example, pupils combined their knowledge and understanding of life in Roman Times with their literacy skills in order to write imaginary letters from that era. Writing a newspaper report about the "Murder in Marwell Manor" and writing non-chronological reports, for example, about the reasons for a Solar eclipse, exemplify the thoughtful and stimulating types of activities that teachers plan thereby successfully motivating pupils.
15. Mathematics is also taught very well with some excellent features. By the end of Year 6 pupils have made good progress in improving and extending the high levels of

knowledge and understanding with which they start the school. Teachers have a very good grasp of the National Numeracy Strategy and they adapt the strategy to fit the needs of the pupils. In each area of mathematics, teachers plan and provide well organised lessons that have very good pace and involve pupils in practising and developing existing numeric skills through mental arithmetic sessions as well as improving their ability to solve problems using their knowledge. By the end of Year 6, the vast majority of pupils work with high levels of numeric rigour and a high degree of accuracy and use mathematical language correctly. Pupils competently apply their knowledge and skills to support learning in other subjects too, for example, when measuring in science and in recording data about weather in geography.

16. Mathematics lessons are very well organised. Very good use of assessment makes sure that the needs of all pupils are planned for and the decision to create groups set by ability improves the ability of teaching and support staff to make sure that all pupils are supported according to their need. Able pupils are identified, as are lower attainers, and additional support and guidance during lessons is provided for them. The teachers' very good knowledge and understanding of mathematics mean that they confidently challenge the higher attaining pupils and the pupils respond very well to the demanding work. In an excellent lesson in Year 6, the vast majority of pupils had very high levels of confidence in adding, subtracting, dividing and multiplying numbers up to and beyond 1000 and accurately using fractions and decimals and converting between them. Pupils have the ability to use a wide range of strategies to solve numerical problems and also have quick and accurate recall of basic facts, for example, the times tables. Their skills of measurement are very good, with accurate observations and use of relevant scales, for example, when calculating the area of triangles and using a protractor to measure its angles.
17. The teaching of science is very good. Teachers plan effectively so that there is a very good balance struck between teaching essential scientific facts and vocabulary and developing pupils' curiosity and interest in why things happen. Great emphasis is placed upon making pupils think for themselves and teachers successfully do this by making lessons relevant to real life, by establishing an excellent rapport with pupils so that pupils feel they can ask even the most obvious questions, and by expecting them to find out for themselves from time to time through practical activities or personal research. The pupils skills of performing scientific investigations are very high and this is the reason why inspection judgements are that standards in science are above the most recent end of key stage National Curriculum tests. By the end of Year 6, the majority of pupils have developed very good practical research skills. They are familiar with looking at a question, thinking of possible reasons why, planning an activity to answer their predictions/hypotheses, performing a fair test, recording the observations/measurements and using the information to draw conclusions. In work about forces, Year 6 pupils' curiosity was aroused by the very good use of homework involving finding out about the ideas of Sir Isaac Newton. This prompted mature and intense discussion amongst pupils guided by the teacher about ideas on balanced forces, in the context of sinking and floating. Throughout the subsequent practical activities, pupils worked very well in teams and used the correct terminology to describe their ideas. Teachers value the need for pupils to record their work neatly and to demonstrate their skills of literacy (for example, writing instructions and chronological writing) and of numeracy (for example, measuring force in Newtons, reducing experimental error and completing tables and graphs).

**Very good teaching promotes high levels of attainment in information and communication technology, geography, history, physical education and religious education.**

18. Pupils' attainment in information and communication technology is above the national expectations for their age by the end of Year 6. Pupils develop confidence in using computers to search for information to support their lessons and they benefit from effective teaching to enable them to do this. Teachers make good use of the information and communication technology suite to extend learning across the curriculum. In a lesson involving seeking information about the Victorians, pupils selected three search engines and, after using each successfully, maturely refined future research according to their experience. Older pupils use the computer to create web pages with an index and user guide. The interactive whiteboard, a recent acquisition, is very effectively used to gain close interaction with pupils, for example, in getting pupils to select possible answers on screen and obtain an immediate response. Year 3 pupils were highly motivated in an interactive task to find different ways of making up sums of money to buy toys in a toyshop. The presentation of data and how to interpret this is taught well and pupils acquire a good understanding of terms such as "field" in order to interpret the information presented. Good use is made of computer programs to extend opportunities for art and design and design and technology, for example, when designing invitations to a party and manipulating two-dimensional shapes to create a collage effect.
19. The teachers have high expectations of pupils' achievement and expect them to develop high levels of independence and this contributes to pupils achieving very high standards in geography and history. Pupils have very good research skills and develop a very good knowledge and understanding of the way others live and the impact of the British past upon life today. In geography, pupils make very good use of geographical vocabulary to conduct discussions with their classmates and with adults. Some very good pieces of personal research into rainforests and rivers demonstrate how effectively pupils use a wide range of research skills to locate, organise and record information. Pupils have a very good awareness of some key differences between the way people live in Africa and the United Kingdom and also confidently describe the impact that the economy of the West has upon social conditions. The wide range of habitats within the world is understood and pupils have a very good general knowledge of geographical features, such as major mountain ranges, seas and oceans, continents and rivers. Pupils also understand the way Leeds differs from other parts of the United Kingdom and they have good ideas about how to use maps to locate places and identify landscape features. Very good use of educational visits by teachers adds meaning to the planned curriculum and pupils make good use of the Internet to locate and search for information.
20. In history, teachers present the subject as exciting and relevant. Pupils develop a keen interest in it and acquire a good sense of time and of key events in British history. Teachers make very good use of artefacts to inform and interest pupils. Excellent classroom displays focus pupils' attention on the topic. The wise use of educational visits brings learning alive and adds to the way pupils' ideas are developed. As part of the Victorian topic, pupils are to visit a Victorian classroom and will act out their roles and this will be followed up by comparing life then and now. Pupils also benefit from teachers arranging a visit from a "Roman Couple" who lead pupils through a Roman day involving handling real artefacts, dressing up and learning about Roman ways of life. Teachers follow this up effectively with class-based work that encompasses not only historical information but also art and design work based on the Romans, role-play activities and empathetic writing of letters and imaginary stories. The very good

emphasis made by teachers upon expecting pupils to find things out for themselves and to research at home, means that the vast majority of pupils develop a broad picture of British history and key events in it at a standard that is higher the national expectations for their age.

21. Very good teaching of religious education results in pupils developing a good knowledge and understanding of a range of religions. Teachers make very good use of classroom displays that include artefacts, pictures and books that inform pupils about key ideas and traditions. By the end of Year 6, pupils develop a very good knowledge of the main similarities and differences between the world religions. Pupils maturely discuss the way that there is a shared concept of a higher being, people have places of worship, religions have a special or Holy book, and that there are times for prayer and for celebration. Pupils have an in depth knowledge of the main beliefs and cultural events of Christians, Jews, Muslims and Hindus. They confidently discuss the reasons for key celebrations, such as Christmas, Eid, Hannukah and Diwali, and know about religious artefacts associated with each religion. Pupils demonstrate a great sensitivity to the differences that exist in the multi-cultural society in which we live and show great maturity and tolerance of the range of views that exist.
22. Pupils' attainment in physical education is well above the national expectations for their age at the end of Year 6. Pupils display high levels of co-ordination and display mature and sensible attitudes to physical education activities. Teachers lead lessons with confidence and a secure knowledge and understanding of the expectations appropriate for the pupils. In a lesson involving practising hockey skills and another in developing netball/ basketball skills, teachers set the expected standard themselves by demonstrating what to do. Pupils responded very well to this and set about trying to replicate their leader's example. In small team games, pupils control the movement of a ball very well indeed and pupils work very closely with each other demonstrating a healthy, competitive team spirit. Lessons are very well planned and organised and pupils respond very well to expectations for them to take out and put away resources and equipment.

**The school ethos promotes amongst pupils excellent attitudes, behaviour and levels of personal development and provides very good opportunities to develop pupils' spiritual, moral, social and cultural development.**

23. The head teacher and staff team provide pupils with a secure and caring environment that enables all pupils to feel valued and safe. Pupils apply their intellectual, physical and creative efforts extremely well and work at a very good pace. In lessons, the very good quality of teaching results in pupils listening attentively and with sustained concentration. When asked, pupils take personal responsibility for their learning, for example, in researching and producing good quality projects about rivers in geography. Pupils respond very well to the rich and exciting curriculum provided for them and they like to get involved in their work. Excellent relationships between staff and pupils ensure that pupils are confident to offer ideas and to share their views without any fear of ridicule and this helps pupils to feel settled. Very good use is made of rewards to motivate pupils and to make sure that all pupils, including those with special educational needs, experience success.
24. Throughout the school, pupils behave very well in lessons and outside them during play and lunchtimes. Pupils are courteous and trustworthy and have very good levels of personal development. The levels of cooperation between pupils are excellent. Pupils



share ideas and resources in a mature and responsible manner and listen tolerantly to the views of others.

25. The school makes very good provision for pupils' spiritual, moral, social and cultural development. The school encourages spiritual development across all of its work. Pupils are given a wide range of opportunities to express their own views and to explore the values and beliefs of others. Many opportunities are built into the life of the school for pupils to understand their own feelings and those of others and to learn how everything they do has an impact on everyone around them. Teachers adopt very good teaching styles that value pupils' questions and encourage pupils to develop their own thoughts and ideas. In lessons such as science, pupils learn to state their beliefs about what they think will happen and develop the courage to stand by them until otherwise proven. Within religious education, pupils develop a very good knowledge and understanding of the beliefs and customs of a range of religions and the school instils in pupils an appreciation that everyone has a right to their view. Older pupils in Year 6, maturely and sensitively discussed the way in which religious beliefs can impact upon the way people live, for example, by providing a guide for how to treat others. Many opportunities are provided for pupils to appreciate the beauty of nature. The excellent quality of wildlife area enables pupils to sense the awe and wonder provided by the beauty and harmony of living things. Appreciation of poetry and music extends pupils' experiences of creative life, and assemblies provide very good opportunities for pupils to be quiet and reflective and to dwell on a thought for the day as part of daily collective worship.
26. The school's very clear code of conduct successfully promotes amongst pupils a clear knowledge and understanding of the difference between right and wrong. The head teacher and staff work hard to develop amongst pupils both racial and religious tolerance. Teachers treat pupils with respect and provide very good role models for pupils in developing their own views about fairness, integrity and respect for others. As a result of the high quality research and investigative work pupils perform, often in small groups, pupils develop good ways of resolving disagreements without anger. Pupils understand that there is a code of behaviour that needs to be followed and the involvement of pupils in establishing class rules and contributing to the management of the class reinforces their understanding of right and wrong. The curriculum is effectively employed to provide examples of moral virtue and self-belief. For example, pupils studying Charles Dickens were very concerned about the way children in Victorian times were treated. In all classes, the school's values are effectively reinforced through some outstanding classroom displays.
27. The school takes great pride in the way that it promotes pupils' social development. Even though many pupils start the school with good social skills, the staff work hard to develop and extend these further. The head teacher has created a school that very successfully fosters a sense of community, with common, inclusive values. In all that the school does, it encourages and values pupils' ideas and contributions to school life. Through programmes, such as the personal, social, health and citizenship education scheme, acts of collective worship and an excellent range of extra-curricular activities, pupils have many opportunities to see beyond their own world and gain insights into the life of others. The residential educational visits provide pupils with a chance to be away from home and to mix with classmates in a different context. Such activities successfully enable pupils to start to develop essential skills of how to work with others, how to respect differences and how to use discussions and debates as a way of resolving differences. The way that many parents help with reading in school and the value placed upon visitors to the school contributes to extending pupils' awareness of

others. The way older pupils help out younger ones is greatly valued and builds excellent relationships with others.

28. The school broadens the pupils' knowledge and understanding of other cultures. The head teacher and staff are totally committed to promoting amongst pupils a tolerance and understanding of people different than themselves as well as making sure that pupils are aware of regional and cultural traditions. The curriculum for geography and history contribute significantly to pupils' cultural development. In geography, topics involving learning about the life of people in Africa, the Arctic and an Asian rainforest enable pupils to not only see the different lifestyles, but also the reasons for them. The pupils' very good knowledge and understanding of world faiths, their major celebrations, places of prayer and basic beliefs prepare pupils well for living in our multi-cultural society. Pupils benefit from being encouraged by staff to see differences as strengths rather than a weakness. Very good teaching of history and aspects of literature in English also provide pupils with a very good understanding of British culture and give an insight into the way society and culture is always changing and always has. Pupils are given many opportunities to establish a broad and balanced perspective of culture in its broadest form. The school reinforces good cultural values through excellent displays, for example, artefacts from Africa and resources used by Hindus during the festival of light, Diwali. Close partnerships with outside agencies, such as visiting theatre groups to explain about life in Roman Times and poets and authors, extend the opportunities within the curriculum.

**The school provides a very good curriculum that excites and stimulates pupils' curiosity and interest.**

29. The curriculum is very well planned and every effort is made to make lessons exciting and stimulating whilst still maintaining a good emphasis on teaching the basic skills. This was recognised when the school was awarded the Basis Skills Quality Mark in 2001. Teachers often make very good links between subjects and this extends opportunities for pupils to apply the basic skills of literacy, numeracy and information and communication technology. The needs of different groups of pupils are very well managed so that both those with special educational needs and higher attaining pupils are given targeted support when necessary. A strong feature of the curriculum is the way that work is planned so that it is made relevant to pupils' lives. Whilst the programmes of study from the National Curriculum and the National Strategies for literacy and numeracy are very successfully taught, teachers do not follow them slavishly but adapt them. The head teacher has the confidence to suspend the curriculum from time to time so that pupils can gain exciting learning experiences, for example, when two actors specialising in Roman history spent a day working with pupils and on another occasion the Year 6 area was turned into a Victorian school. The outcomes in terms of pupils expanding their knowledge and understanding of history are marked. Planning often incorporates links between subjects, for example, using the internet to find about the life of children in Victorian times and linking science, physical education and mathematics in the study of the effect of exercise on heart rate.
30. An extremely wide range of additional events enriches the curriculum. An excellent range of extra-curricular activities is available to pupils with 16 lunch-time and after school clubs. Very good standards in physical education, supported by a wide range of sporting activities, are provided through the Sport Co-ordinator Project including unihoc and athletics. Pupils have access to an excellent range of inter-school sporting events as well as cultural activities which have involved a school choir, orchestra and debating group.

31. There are very close links between the school and its local community that benefit the education of the pupils. A nearby technology status high school has contributed an interactive smart-board to the school, the Sports Co-ordinator project is based in another high school and close links with a nearby science status school are starting to have an impact on this part of the curriculum. Some pupils have worked with coaches from Leeds United Football Club.
32. A wide range of educational visits enhances what is taught in school in a variety of subjects. For example, pupils in Year 6 visit a synagogue as part of their studies of Judaism, pupils in Year 4 go to a bird sanctuary and nature reserve as part of their science studies and a variety of visits are arranged to support history and geography. Pupils also visit the local church and meet with the vicar to discuss aspects of Christian belief. Residential visits to Ingleborough Hall (Year 5) and to Whitby (Year 6) make significant contributions to pupils' social and personal development as well enabling them to learn field study techniques of geography and experience outdoor challenges for physical education. Good use is made of visiting experts in dance and Year 5 pupils have successfully participated in a dance project organised by Harewood House and the Phoenix Dance Company.
33. Funds to improve the school's personal, social, health and citizenship education have been very well spent. Pupils are benefiting from an excellent scheme developed by local schools through the local education authority that includes sex and relationship education, child protection and drug education and activities to develop self-confidence and how to be a good citizen.

#### **WHAT COULD BE IMPROVED**

34. The school has no significant weaknesses.

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

35. There are no significant weaknesses in the school therefore no significant areas for development.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	30
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	5	14	7	4	0	0	0
Percentage	17	47	23	13	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	187
Number of full-time pupils known to be eligible for free school meals	0	6

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	10

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	5

### Attendance

#### Authorised absence

	%
School data	3.8
National comparative data	5.9

#### Unauthorised absence

	%
School data	0.4
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 2 (Year 6)**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	34	19	53

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	31	29	33
	Girls	19	18	19
	Total	50	47	52
Percentage of pupils at NC level 4 or above	School	94 (95)	89 (78)	98 (96)
	National	75 (75)	73 (71)	86 (87)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	31	29	34
	Girls	18	18	19
	Total	49	47	53
Percentage of pupils at NC level 4 or above	School	92 (80)	89 (80)	100 (89)
	National	73 (72)	74 (74)	82 (82)

*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	180	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	2	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	1	0	0
No ethnic group recorded	0	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: Y3– Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	20.8:1
Average class size	23.4

### Education support staff: Y3 – Y6

Total number of education support staff	3
Total aggregate hours worked per week	63

### Qualified teachers and support staff: nursery

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

*FTE means full-time equivalent.*

## Financial information

Financial year	2002
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	£
Total income	432233
Total expenditure	431684
Expenditure per pupil	2194
Balance brought forward from previous year	31330
Balance carried forward to next year	31879

## Recruitment of teachers

Number of teachers who left the school during the last two years	1.1
Number of teachers appointed to the school during the last two years	1.0

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)	1

*FTE means full-time equivalent.*



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

### **Questionnaire return rate**

Number of questionnaires sent out

187
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Number of questionnaires returned

80
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### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	25	3	1	1
My child is making good progress in school.	75	22	3	0	0
Behaviour in the school is good.	71	27	1	0	1
My child gets the right amount of work to do at home.	31	56	5	5	3
The teaching is good.	76	20	3	0	1
I am kept well informed about how my child is getting on.	54	36	8	2	0
I would feel comfortable about approaching the school with questions or a problem.	68	19	6	6	1
The school expects my child to work hard and achieve his or her best.	62	23	8	5	2
The school works closely with parents.	36	46	13	3	2
The school is well led and managed.	50	36	3	5	6
The school is helping my child become mature and responsible.	74	20	3	1	2
The school provides an interesting range of activities outside lessons.	56	33	6	1	4