

INSPECTION REPORT

KIPPAX NORTH JUNIOR AND INFANT SCHOOL

Kippax, Leeds

LEA area: Leeds

Unique reference number: 107875

Headteacher: Mrs J Butler

Reporting inspector: Mr F.Carruthers
21285

Dates of inspection: 20 – 23 January 2003

Inspection number: 246726

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Brexdale Avenue
Kippax
Leeds

Postcode: LS25 7EJ

Telephone number: 0113 2869427

Fax number: 0113 2873528

Appropriate authority: The governing body

Name of chair of governors: Mr A C Taylor

Date of previous inspection: October 1997

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INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21285	Mr F. Carruthers	Registered inspector	English, Geography, History, Equal Opportunities	What sort of school is it? How high are standards? How well are pupils taught? What should the school do to improve further?
12511	Mrs L Buller	Lay inspector		Pupils' attitudes, values and personal development How good are the curricular and other opportunities? How well does the school care for its pupils? How well does the school work in partnership with parents?
31175	Mr A Allison	Team inspector	Science Information and communication technology Special educational Needs	
26405	Mrs C Bond	Team inspector	Art and design, Design and technology, The Foundation Stage	
28686	Mrs E Walker	Team inspector	Mathematics Physical education, English as an additional language	How well is the school led and managed?

The inspection contractor was:

Quality in Focus Limited
Thresher House
Lea Hall Park
Demage Lane
Lea by Backford
Chester
CH1 6LP

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33 Kingsway
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	6
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	9
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	10
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	13
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	14
HOW WELL IS THE SCHOOL LED AND MANAGED?	15
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18
PART C: SCHOOL DATA AND INDICATORS	19
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 206 pupils on roll and caters for boys and girls aged 3 to 11, including 32 children who attend part time in the nursery. This is slightly below the average for primary schools nationally. Almost all pupils are of white British origin and there are very few from ethnic minorities. No pupil of compulsory school age is learning English as an additional language. Although the socio-economic circumstances of most of the families are in line with the national average, as measured by eligibility for free school meals, there are wide variations between year groups. The proportion of pupils with special educational needs is similar to that found in most primary schools and their needs cover physical disabilities, speech and communication difficulties and moderate learning difficulties. Four pupils have a statement of special educational need. Few pupils join or leave the school at times other than the normal times and pupil mobility is quite low. The attainment of most of the children on entry to the nursery is typical for children at the age of three. The school receives funding from the *Excellence in Cities* initiative for two part-time learning mentors and extra resourcing.

HOW GOOD THE SCHOOL IS

The school provides a sound education for its pupils, who make satisfactory progress in English and science and very good progress in mathematics. Pupils could do better in English. Standards have risen broadly in line with the national trend upward since the time of the last inspection. The quality of teaching and learning is good and the school is well led and managed. The cost of educating a pupil at the school is about the average of schools nationally and the school, therefore, gives satisfactory value for money.

What the school does well

- Teaching is good overall and very good in the two classes for pupils in Year 6.
- Very good standards are achieved in mathematics by the end of Year 6.
- Because of the good procedures to help pupils' personal development, pupils have good attitudes to school and behave well.
- The school provides a rich variety of learning experiences for pupils through visits, visitors to school and very good links with other schools and the community. There is also a very good range of activities outside lessons.
- Information and communication technology (ICT) is taught well and used effectively in other subjects.

What could be improved

- Standards could be higher in English.
- The rate at which some children make progress in the Foundation Stage, that is the nursery and reception classes, could be better.
- Procedures to ensure the pupils' health and safety should be more effective.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997. Overall, the school has made satisfactory progress. Good improvement has been made on the four key issues in that inspection report, which were: to achieve a balanced budget; to improve planning and teachers' confidence in ICT; to improve the quality of teaching; and to improve the style of handwriting of pupils. In addition, there has been good improvement in standards in mathematics. In English and most other subjects, improvement has been satisfactory. The school has maintained good standards in provision for the pupils' personal development and as a result, pupils are enthusiastic about school and enjoy their work. Procedures to ensure pupils' health and safety have not kept pace with changing requirements.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	C	C	C	C	well above average A above average B average C below average D well below average E
Mathematics	A	B	A	A	
Science	C	C	C	C	

Standards have risen since the time of the last inspection in line with the national trend upwards. Pupils achieve very well in mathematics because of good and very good teaching, especially in Year 6, and because the match and challenge of work to the pupils' abilities are good. The school sets ambitious targets for pupils to achieve, which are above the national average scores, and in the past has been more successful achieving them in mathematics than in English. The school is rightly aiming to improve standards in English to match those in mathematics.

Standards at the end of Year 2 are average in reading and below average in writing because there is an above average proportion of pupils with special educational needs in the year group. Standards in mathematics are average in the current Year 2 and in science they are above average. Children in the Foundation Stage make satisfactory progress and most achieve the early learning goals in the six areas of learning prescribed for the age group.

Strengths in pupils' work include good speaking and listening skills and good application of mathematical skills. The school is putting in place measures to improve pupils' ability to write at length on different topics. The pupils' ability to find information from books in the library is below average, however. Attainment in all other subjects, including ICT, is average overall.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils take pride in their work and are keen to be involved in the activities outside lessons.
Behaviour, in and out of classrooms	Good. As a result, teachers are able to make maximum use of the time available for learning.
Personal development and relationships	Good. Relationships in school are good, pupils work together and take on responsibilities well.
Attendance	At 92.8 per cent last year, well below the national average of 94.1 per cent. Showing improvement so far this year, as a result of good monitoring procedures and rewarding full attendance.

TEACHING AND LEARNING

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

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

The quality of teaching is good and this is an improvement since the time of the last inspection. There is no unsatisfactory teaching. The best teaching is found in the two classes containing pupils in Year 6. The teaching of English and mathematics is good and skills of literacy and numeracy are taught well because staff make effective use of the two national strategies for these subjects. Staff also plan to develop these skills well through other subjects such as ICT, geography, history and science. In English, more time is now spent helping pupils to write at length and for different purposes. This is a recent initiative and its impact is only just beginning to be apparent. Support staff frequently make a very good contribution to teaching, for instance in English, mathematics, ICT and music lessons, as well as helping pupils with special educational needs. As a result, these pupils make good progress. Teaching in the Foundation Stage is satisfactory with a number of good features. However, the rate of learning of children, especially the more able in the nursery, is not quick enough. Overall, pupils learn well and put in a good amount of effort. The very good teaching in Year 6 is helping to inspire the pupils in their work. For example, boys display real enthusiasm for reading and for finding out more about the topics they study. The most able pupils are encouraged to take part in extra classes and activities organised by other institutions such as one of the local high schools.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Strengths are the very good range of activities outside lessons and strong links with other schools and the local community. These add value to the pupils' learning. There are many good first-hand experiences for pupils. Provision for pupils' personal, social and health education is good.
Provision for pupils with special educational needs	Good. Pupils, including those with a statement of special educational need, are given good guidance by teaching and support staff. They are fully involved in the life of the school.
Provision for pupils with English as an additional language	There are no pupils of compulsory school age learning English as an additional language. The very few children in the Foundation Stage make rapid progress and are given good support by staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	All aspects are good. The whole school promotes well the pupils' personal growth and respect for themselves and one another. Through subjects of the curriculum as well as assemblies and other activities, pupils are helped to become mature and to take a wide interest in life.
How well the school cares for its pupils	Good overall. Procedures to promote the behaviour and attendance of pupils are good. Systems to check how well pupils are progressing in their academic and personal development are good. There need to be improvements in the effectiveness of procedures to ensure the pupils' health and safety.

Links with parents are good, as is the information provided for parents about what is happening in school and how well their children are doing. As a result, parents make a good contribution to their children's work by helping with homework and reading.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and deputy headteacher work well as a team and the recently extended senior management team is helping to provide clear priorities for school improvement.
How well the governors fulfil their responsibilities	Satisfactory. A number of governors have close links with school and visit regularly. Their understanding of the school's strengths and weaknesses is satisfactory but there are shortcomings in how well they monitor health and safety issues and there are some omissions in their annual report to parents and the school prospectus.

Aspect	Comment
The school's evaluation of its performance	Satisfactory. Senior staff analyse data about the school's performance well and compare it with schools nationally and local schools. They use this information to make changes and effect improvements, for instance, in how writing is taught.
The strategic use of resources	Good. For example, funding is directed to maintaining good adult to pupil ratios. Senior staff and governors consult with relevant agencies and compare the effectiveness of services and resources satisfactorily in order to achieve best value.

Staffing levels and the quality of the accommodation and learning resources are good. However, there are shortages of resources for teaching religious education and more non-fiction books are required in the library.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school, are expected to work hard and achieve their best. • Teaching is good. • The children are helped to become mature and responsible and they behave well. • The school is well led and managed. 	<ul style="list-style-type: none"> • A small number of parents expressed concern over whether the school does all it can to work closely with them.

Inspectors agree with the positive views of parents and find that links with parents are effective. There are good opportunities for parents to consult with staff and keep informed about how well their children are doing.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in National Curriculum test results at the end of Year 6 have risen since the time of the last inspection in line with the national trend upwards. In English and science over the last three years, standards have been similar to the national average and the average of schools with similar proportions of pupils eligible for free school meals. In mathematics, they have been well above average in two of the last three years. Standards in the current Year 6 are similar to these. Pupils achieve very well in mathematics over time, and in English and science their achievement is satisfactory. An analysis of the performance of pupils in last year's Year 6 shows that those who remain at the school through all their junior years achieve the best. In mathematics, for example, only one of these pupils did not achieve the expected level, Level 4, or above.
2. Reasons to account for why pupils perform better in mathematics than in the other two subjects go back over a few years and result from how well the staff added to their existing practice the best elements of the National Numeracy Strategy. A school-wide focus on mathematics led to significant improvements in teachers' expertise. There is a very good level of challenge to the work because of teaching arrangements introduced a few years ago, whereby pupils are taught in groups by prior attainment. In addition, the most able mathematicians have the opportunity for extra classes at a City Technology College and a few pupils achieved Level 6 in past National Curriculum tests. In English, the focus for improvement has been more recent and the outcomes of good procedures to check on the quality of teaching are beginning to be felt in better progress, especially in Years 5 and 6. The staff decided not to group pupils for English by their prior attainment, as they have done in mathematics, partly because they considered this could result in some pupils being taught by their own class teacher for less than half the week and this would be undesirable. In science, improvements in recent years, for example teaching the subject to distinct year groups in Years 3 to 6 and making a close analysis of pupils' weaknesses in test situations, are lifting standards. They have led to better progress and more pupils achieving the higher Level 5 in National Curriculum tests than ever before. Girls perform better than boys overall in National Curriculum tests but boys are fast closing the gap in the current Year 6, as a result of very dynamic teaching in all three subjects by the deputy headteacher in one class and the recently appointed teacher in the other. The school sets challenging targets in English and mathematics, which are above the national average scores, and, for reasons outlined above, has been more successful achieving them in mathematics than in English in recent years.
3. In the current Year 6, standards of speaking and listening are above average. Indeed this is true of standards across all infant and junior classes and is the result of teachers giving pupils the confidence to express their views. Pupils read fluently and enjoy reading. It is evident that boys' enthusiasm for reading has improved significantly in recent times because of very good teaching in Year 6 and this is helping to lift standards. Pupils' library skills, however, are less well developed and require attention if standards of reading and writing are to rise. Writing skills are satisfactory and are a priority for attention in the current school development plan. Pupils have been given more opportunities in this school year to write at length on different subjects for different purposes and this is paying off. Standards evident in current workbooks show more pupils achieving the higher Level 5 in their work.

4. Pupils are very confident in mathematics, especially when applying their previously learnt knowledge to new areas of work. Pupils work well together and try out new ideas when they can. They are very aware of the progress they are making and are keen to do their best. They calculate accurately and have a good understanding of concepts such as equivalence in fractions, relating them to percentages. In science, pupils show satisfactory skills of prediction, investigation and conclusion. Their understanding of topics, such as the human body and electricity, is good.
5. Pupils display confidence in information and communication technology (ICT) and standards are rising. This is a significant improvement since the time of the last inspection and reflects well on the action taken by staff to address a key weakness at that time. Pupils design multimedia presentations, combining text, graphics and sound; they carry out research on the Internet very well and use computers across a range of subjects. Standards are average by the end of Year 6 in ICT and all other subjects, including religious education.
6. The school fosters the achievements of pupils with special educational needs well. The pupils' needs are identified at an early stage. Their individual education plans are specifically focused on areas for improvement and targets to be achieved. There is a good match of tasks to their prior attainment in English and mathematics, though there are occasional exceptions. The role of the learning support assistants and the positive attitudes of classmates and all staff also help their achievement.
7. Standards in reading, writing and mathematics in National Curriculum tests at the end of Year 2 fell to below and well below the national average in recent years when compared to the national trend upwards. This has generally been because too few pupils have achieved the higher Level 3. Girls have been performing better than boys, which is in line with the national trend. In the current Year 2, standards are showing signs of rising. They are average in reading and below average in writing. There is, however, an above average proportion of pupils with special educational needs in the year group and so the spread of attainment is wide. Standards in mathematics improved in 2002 compared to the previous year and this improvement is also evident in the current Year 2, where standards are average overall. There is scope to improve are the pupils' writing, their understanding of non-fiction books and how to find information in them.
8. Standards in science by the end of Year 2 are above average. Almost all pupils achieved the expected Level 2 or above in National Curriculum assessments last summer. The challenge now is for more pupils to achieve the levels of questioning and analysis required to gain Level 3. Attainment in all other subjects by the end of Year 2 is average.
9. Children make satisfactory progress in all areas of learning in the Foundation Stage, that is in the nursery and reception classes. Most children settle into school life quickly and enjoy the variety of activities available. There is good teaching for children with special educational needs and for the very few who speak English as an additional language, who are quickly immersed in the language of their classmates and make rapid progress. Most children achieve the early learning goals in the six areas of learning prescribed for this age group. More able children in the nursery could be achieving better, however.

Pupils' attitudes, values and personal development

10. Pupils have good attitudes to school. They take pride in their work and are keen to be involved in the wide range of activities provided for them in lessons, at lunchtimes and after school. Most pupils listen well and are keen to answer questions. This was the case for example, in a Year 6 religious education lesson where pupils talked about their research into the role of the Rabbi in the Jewish faith. Because they listened carefully to their teacher and each other, all pupils learned plenty of new information. The teacher of the single Year 6 class of pupils has been in school for just over one term and is having a significant impact on the enthusiasm of pupils in the class and of boys in particular for reading.
11. In the main, children in the Foundation Stage enjoy coming to school. However, a few children take a while to settle into the nursery, while others find it hard to sit still and listen or to wait their turn to speak. Children in the reception class are beginning to develop satisfactory levels of independence by choosing their activities and settling quickly to their tasks.
12. Pupils' behaviour is good and has been maintained since the time of last inspection. They understand the *Golden Rules* as these are displayed in each classroom, and many help to put in place guidelines that are specific to their class. As a result, most lessons proceed without the need for further intervention by the teacher and maximum use is made of the time available for learning. The few pupils with challenging behaviour are well managed and so are able to take their full part in lessons and other activities. There were no incidents of bullying seen during the inspection and the school records show that when these do occur they are dealt with in accordance with school policy. There were no exclusions from the school in the last school year.
13. Pupils with special educational needs form an integral and valued part of the community. They have a positive approach and apply themselves to tasks well, particularly when assisted by teachers or teaching assistants. Pupils are capable of working with their support assistants as well as in a collaborative manner with other members of the class. They are also encouraged to work independently, for example in lessons in ICT. Pupils with statements of special educational need try hard and teachers raise their self-esteem well. This was shown in a physical education lesson involving pupils in Years 3 and 4 when a pupil was asked to demonstrate good work to the rest of the class. This also increased the pupil's confidence. Other pupils understand that pupils with special educational needs require additional help and they treat them with respect.
14. Pupils' personal development is good. Good relationships between staff and pupils form the basis of pupils' positive attitudes to learning. Relationships between pupils are also generally good. In lessons they work together amicably and share equipment sensibly. At break times, older pupils readily take responsibility for caring for younger pupils. For instance, they help to ensure that younger pupils move safely from one building to another at lunchtimes. Pupils respond well to opportunities provided for them to consider the feelings, values and beliefs of others. For example, pupils in a Years 3 and 4 class understood that it is people's individual characters and their actions towards others that influence how we feel about them. Similarly, older pupils write knowledgeably about how the actions of Dr Barnardo affected the lives of hundreds of children. Through their class and school councils, pupils take responsibility for putting forward ideas to make their time at school enjoyable and safe. They have discussed topics such as activities to keep all pupils occupied and interested during wet break times, as they recognise that this will ensure good behaviour.

15. Levels of attendance fell considerably last year to well below the national average. A few pupils had very low levels of attendance and this, together with the number of pupils who took holidays in term time, resulted in much lower attendance rates overall. Records of attendance for this school year show that there has been some improvement and whole-school attendance currently in line with the national average. However, there are still 24 pupils who have attended school for less than 90 per cent of the time available to them and this remains a cause for concern. Because of good monitoring procedures, unauthorised absence is in line with the national average.

HOW WELL ARE PUPILS TAUGHT?

16. Overall the quality of teaching is good. The proportion of good or better teaching has improved since the last inspection when ten per cent of lessons were unsatisfactory and this aspect of the school's provision was a key issue for action. There is no unsatisfactory teaching now and the proportion of good or better teaching is about the same as that found in most schools. Action taken to improve teaching has included: an effective system of classroom observations by the headteacher; long-standing improvements in mathematics and more recent ones in English and science resulting from good in-service training; and better whole-school planning. As a result, the school has successfully addressed the key issue.
17. In the Foundation Stage, teaching is satisfactory overall, there is no unsatisfactory teaching and there are some good features in both classes, especially in the reception class. Two teachers share the teaching of the nursery classes, each teaching half of each week. At the time of the inspection, one teacher was absent and the other taught full time. Adults manage the children with care and know them well. As a result, the children put a good amount of effort into what they do. Planning by the Foundation Stage co-ordinator is good and matches well the requirements of the curriculum for the age range. However, the rate of children's learning is not as good as it might be for a number of reasons. For example, some activities in the nursery, though planned for, do not have clear enough learning objectives. Adults in the nursery and reception classes do not intervene as often as they might to promote the children's learning during play activities.
18. Teaching in infant classes is good. At the time of the inspection, a temporary teacher took the Year 1 class for most of the week. Teaching in Year 1 was a balance of satisfactory and good and over time the quality of learning in this class has been good. Pupils in Year 2 are taught by two teachers working part-time, each for half of the week. This arrangement has only been in place since January 2002, and the two teachers work closely together to ensure planning is well matched to the pupils' abilities and that pupils learn progressively. There are signs that standards are rising as a result of the good teaching. The teachers' expertise to teach the subjects of the curriculum is good and there have been significant improvements to their skills in ICT as a result of good training. Literacy and numeracy are taught well and there is good support from classroom assistants both in lessons and in teaching programmes such as *Early Literacy Support* to help lower attaining pupils. As a result of the improvements put in place since the last inspection and which form part of the current school development plan, learning is good, lessons have pace and pupils are interested and involved. Standards in speaking, listening and science are good and there is a strong emphasis now on improving pupils' writing and mathematics. There are also plans to improve the pupils' library skills.
19. Teaching in junior classes is good and in Year 6 it is frequently very good. The quality of pupils' learning is helped by the effectiveness of arrangements in mathematics for

grouping the pupils by prior attainment, as well as the emphasis given to investigations in science and the good use of the computer suite to teach ICT. There are examples of very effective use of classroom assistants to support groups in lessons of the National Literacy Strategy. Staff make good use of their expertise to teach programmes of *Additional Literacy Support*, ICT and music. The level of challenge in work provided for pupils in Year 6 is very good, and this is because of the two teachers' high expectations for their pupils and their infectious enthusiasm. Throughout the school, pupils show positive attitudes to reading and are keen to find out more in subjects such as history and science.

20. The teaching of pupils with special educational needs is good. The pupils make good progress in relation to their individual education plans, though in lessons, progress is satisfactory where teaching is satisfactory. One strength of the teaching is the attitude of teachers and teaching assistants to pupils. Another is the way that teachers use the expertise of teaching assistants to improve the physical, speech and language difficulties of, for example, young children in the Foundation Stage. Targets in individual education plans are usually precise, for example, *To form lower case letters correctly*, and limited in number so that pupils are not overwhelmed. Targets and their achievement, mainly for English, mathematics and social skills, are shared with pupils so that they are aware of the progress they are making. Teaching assistants record observations in notebooks and talk to teachers after lessons about the progress of pupils in the lesson. This provides the teacher with information to help subsequent planning. In most lessons, the effective support provided by the teachers and the dedicated assistants makes a significant contribution to the pupils' learning.
21. More able pupils are given good opportunities to work at challenging levels, especially in mathematics. They are encouraged to take extra classes at a City Technology College and there are *Maths Challenges* organised by the local high school. Visiting drama groups motivate pupils to take an interest in drama and a number of pupils perform in productions outside school when they get older.
22. Marking of pupils' work is satisfactory overall. It is good in English and there are very good examples in Years 5 and 6, which could form a model for other subjects. The quality of marking in mathematics and science is satisfactory overall and while there are good examples, it is inconsistent across classes. Homework is regularly set and marked and there are some challenging assignments given in junior-aged classes that lead to project work and research. All this makes a good contribution to learning, especially in junior classes.

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

23. The school offers a rich and varied curriculum and meets statutory requirements to teach all subjects of the National Curriculum and religious education. This is an improvement since the time of the last inspection report when some aspects of ICT were under-represented. Strengths lie in the very good range of extra-curricular activities provided for pupils and the strong links with other schools and the local community. Special weeks such as *Space Week*, when the school hall is turned into a representation of the planets are used well to capture pupils' interest and make learning fun. The school has good strategies for teaching literacy and numeracy, though the teaching of skills to find information in non-fiction books needs to be improved. There is a whole-school approach to planning and schemes of work are in place for all subjects. Good opportunities are provided for pupils to practise their writing, numeracy and computer skills as part of their work in other subjects. The

curriculum for children in the Foundation Stage is satisfactory and work is planned in all six areas of learning.

24. The curriculum ensures that all pupils have an equal opportunity to make progress. Boys and girls get the same chances to play sports and take part in after-school activities, for example, there are both boys' and girls' football teams. Pupils with special educational needs enjoy all areas of the curriculum, including extra-curricular activities, as do their classmates. The school, through very careful budgeting, employs a sufficient number of teaching assistants to provide a good level of support overall. This support is provided almost entirely within the classroom, though there is some withdrawal from classes, for example when older pupils work individually on the *Units of Sound* programme.
25. A strength of the school is the provision of a very good range of extra-curricular activities. Teachers, support staff and governors work hard to provide an extensive range of clubs and activities for pupils. Many of these take place at lunch times and contribute to pupils' good social skills, as well as the standards attained in art and design, design and technology, ICT, languages, music and sport.
26. Links with the community and other partner institutions are good. This adds to the value and breadth of pupils' education. For instance, a series of *taster lessons* in French and German taught to pupils in Year 6 by a visiting teacher from the local high school, captured pupils' interest and they enjoyed the experience. Not only does this increase pupils' knowledge but also prepares them for their move to the next stage of their education. Trainees and students from higher education establishments provide pupils with experiences of working with a wider range of adults. Visits to places of interest such as museums and theatres provide good first-hand experiences for pupils. Teachers make good use of visits to provide opportunities for pupils to improve their skills, for example, in writing and art. Visiting specialists from the local community, such as coaches from Leeds United Football Club, are used well to motivate pupils to reach high standards in physical education lessons.
27. The school provides well for pupils' personal, social and health education. Each class has one lesson a week devoted to these issues. This is well planned to ensure that pupils have opportunities to discuss their concerns sensitively with guidance from teachers. As a result, pupils understand how to deal with difficulties and how their actions have a direct impact on others. Through their involvement in the Leeds *Healthy Schools* initiative, pupils have explored the issues of health, hygiene and safety. For example, the production of a healthy eating recipe book *Have We Got Menus For You?* was compiled with recipes provided from well-known public figures. The school makes good use of visitors to teach aspects of health, sex and drugs education; for example, a *Life Education* mobile classroom visits the school annually and involves pupils and parents.

28. Provision for spiritual, moral, social and cultural development is good. The school has maintained the good provision for moral, social and cultural development identified in the last report. Provision for spiritual development has improved and is now good. The good provision helps all pupils to behave well, respect each other and to foster good attitudes to learning. The provision is founded in the school's *Ethos, Vision and Management Statement* and the policy for Collective Worship, and all staff promote it. Teachers work hard to build pupils' self-esteem and are successful in fostering their confidence and independence.
29. The school provides good opportunities for pupils' spiritual development through assemblies, lessons and in the day-to-day life of the school. There is a daily act of collective worship for pupils, usually based on the theme for the week that promotes spiritual development. During the inspection the theme was *Imagination is the highest kite you can fly* (Lauren Bacall). When explaining this, every pupil in Years 3 - 6 was astounded when the headteacher demonstrated how confidence and self-belief help her to split a block of wood in half with her fist. Pupils are given time to reflect on prayers and readings. Opportunities to explore values and beliefs come through the study of other religions in school and visitors representing different religions. One whole-school assembly during the inspection was led by a local Church of England minister. In a religious education lesson in Years 3 and 4 about the importance of symbolism in Judaism, pupils were very interested in a Seder plate and were able to recall events from the Bible about Moses leading the Israelites out of Egypt that relate to the foods placed on the Seder plate when the Passover is celebrated. In personal and social education lessons pupils learn to respect each other's feelings. For instance, a visiting drama group focused on bullying. The whole climate of the school promotes pupils' personal growth and respect for themselves and one another.
30. Provision for moral development is good. The school's code of conduct emphasises the care and respect that pupils are expected to show one another. All staff expect good behaviour. Pupils have a clear understanding of the rewards and sanctions. As a result, behaviour is good in the classrooms, the dining hall and in the playground. Teachers provide planned opportunities to discuss moral issues, for example, in personal and social education lessons. Pupils know right from wrong and are set a very good example by all staff. The expectation that pupils and staff will respect the views of others pervades the school.
31. Pupils' social development is promoted effectively by adults throughout the school and pupils are encouraged to care and take responsibility for others. Pupils often work in pairs or in small groups in class, for example, in science in Year 6. They willingly accept responsibilities such as distributing materials in lessons and tidying up at the end of lessons. Pupils in Year 6 help younger pupils in the dining hall. Assemblies to celebrate pupils' achievements help to raise their self-esteem. Activities that take place during lunch times, after school and productions such as *Cinders* encourage pupils to work and play together. The residential opportunities for older pupils – to the Yorkshire dales – make a strong contribution to personal growth and social development. The school and class councils help pupils to take on responsibility, to respect the views of others and consider suggestions that could lead to improvements. The inclusion of pupils with statements of special educational need also promotes positive attitudes.

32. Provision for pupils' cultural development is good. The school promotes teaching that provides opportunities for pupils to encounter and understand the traditions and values from different cultures in literacy, art, geography, history and music. Pupils' work in the style of artists such as the Spanish artist Joan Miro is displayed, as are photographs of children from around the world. In religious education, pupils learn about the faiths of Judaism and Hinduism. Pupils in Year 6 have a few *taster lessons* in French and German with a teacher from a local high school. Cultural development is also promoted by visits from artists, writers, musicians and theatre groups. An Indian dance group worked with pupils in Year 5 in physical education. Pupils in Year 6 use the Internet to find out about scientists such as Jenner and Pasteur, but have not researched the contribution of people of non-western cultures to advances in science. Pupils of all racial backgrounds are valued and respected, and pupils mix together well in class.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The procedures for ensuring the health and safety of pupils are unsatisfactory. The school meets the legal requirement to have a health and safety policy but procedures are not implemented rigorously enough to ensure the safety of pupils and have not been extended to include risk assessment. As a result, several concerns were raised with the headteacher and governors during the inspection. Three members of staff share the delegated responsibility to implement child protection procedures, which have been maintained since the time of the last inspection report. They have each received the necessary training to carry out this role and have effectively disseminated their training to teaching colleagues but have yet to do so to other staff.
34. Health education has been a recent priority for the school and their involvement in the Leeds *Healthy Schools* initiative has ensured that it is taught well. This has been the main focus for the work of one of the school's learning mentors and pupils have been involved in a range of activities. With support and motivation from many members of the local and wider community, they have considered healthy eating and keeping fit. For example, they have been provided with water bottles by a local rugby club to help them to meet their target of drinking eight pints of water a day and were joined by the club mascot on their *Walk to School Day*.
35. There are good procedures in place to monitor and promote attendance. The deputy headteacher oversees the monitoring of attendance, which is carried out by all teachers, and is aware of those pupils whose attendance is a cause for concern. He is working well with parents and outside agencies to bring about improvement, and attendance levels for this school year reflect this. Those pupils who have 100 per cent attendance are rewarded, and this acts as a role model for other pupils. Registers are maintained through an electronic system and absences are followed up promptly.
36. Procedures to monitor and promote high standards of behaviour are good. Staff manage behaviour successfully and pupils know what is expected of them. The school has a calm and orderly atmosphere, which is free of any racial tension or oppressive behaviour. Praise and rewards are used well to encourage effort and good behaviour, and these are recognised by entries into the *Golden Book* and at a weekly celebration assembly. Records are kept of any incidents of poor behaviour and parents are involved when appropriate.
37. Procedures for monitoring and supporting pupils' personal development are good. This is in the main due to a well-planned programme of personal, social, health and citizenship lessons in which teachers provide opportunities for pupils to discuss

problems and reach sensible conclusions. Staff work hard to build pupils' self-esteem and confidence. For example, pupils have good opportunities to be involved in the setting of school priorities through the class and school councils. Through these, they are helped to consider the implications of their ideas and requests before taking them forward to the senior management of the school. This prepares pupils well for life outside of school.

38. The school has good procedures for checking and assessing the attainment and progress of pupils as they move through the school, and have some well established systems for targeting help. The systems are more thoroughly developed for older pupils in the school, and cover literacy and numeracy in detail. Procedures in mathematics have been in place some time and are particularly good. There is a clear analysis of outcomes of the regular tests and assessment tasks that pupils undertake, so that the school is aware both of individual needs in learning and where understanding has not been satisfactory. Systems for science and the foundation subjects are less well established. The school is introducing some innovative ideas such as a digital camera to enhance record keeping and give teachers a clearer idea of expected levels of achievement from specific activities.
39. Targets are set for each pupil in English and mathematics, which pupils keep in the front of their exercise books and refer to regularly. Parents are also involved in considering these. The school's procedures provide a basis for allocating pupils to different groups for mathematics lessons once they are in the junior age classes. Progress in English is also tracked, and pupils are given added support when required, either through additional literacy resources or from assistants in the classroom. All results are recorded electronically as well as in pupils' individual records. These procedures are having a positive impact on learning, particularly for the older pupils.
40. Portfolios of examples of different levels that pupils should be achieving are being developed this year, and already provide a basis for checking progress in art and design, and design and technology. However, these are not yet accompanied by a clear notion of how skills should develop in each of the subjects, and how teachers can be sure that pupils are making appropriate progress in their learning.
41. The school has very effective procedures in place to identify, help and monitor the needs of pupils with special educational needs, including those with behavioural, learning or physical difficulties. Teaching assistants collect evidence about how pupils achieve in relation to their targets. The school responds very well to requirements, as outlined in pupils' statements of special educational need, providing a higher level of assistance than specified in the statements. There are good links to external agencies that provide advice and support for pupils. The school seeks and acts on advice to ensure that provision in school best meets the needs of the pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. Parents have positive views of the school. They feel that the school expects their children to work hard and do their best and would feel comfortable to approach the school with any questions or problems. Inspection findings support parents' positive views.
43. A small number of parents expressed concern over whether the school does all it can to work closely with them. These concerns are not upheld by inspection findings. The school has developed effective links with parents who in turn contribute well to the school and their children's learning. Parents who help in classrooms are briefed by

staff to provide valuable help for pupils to work in small groups with the guidance of adults. *The Friends of Kippax North* is an active parents' association, which provides generous support for the school as well as organising a range of events that contribute well to pupils' social development. For example, they have helped to finance ICT equipment, sports kits and books. Many parents work in partnership with the school by listening to their children read at home. Parents of pupils with special educational needs are informed as soon as the school identifies a concern. Parents know what the identified targets are and are given advice on how they may help pupils at home. They are kept informed of progress through formal and informal contact. Parents are fully involved in the review process especially when a pupil has a statement of special educational need.

44. Information provided for parents is good overall and this is an improvement since the time of the last inspection. Parents are kept well informed about their children's progress, through good annual reports that provide a clear picture of what children can do in each subject. Reports for older pupils also include an assessment by teachers regarding the level at which pupils are working and the effort they have given to their work. Parents are helped to keep informed about their children's learning in English, mathematics and science by a statement, which indicates the next steps their children need to take to make further progress. Newsletters, which are specific to each class, provide parents with good quality information regarding what their children will be learning each term. The school's prospectus and the governors' annual report to parents do not currently contain all required information for parents. For example, they do not provide attendance figures in a format that will enable parents to compare the school's attendance with the national averages.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. Leadership is good. The headteacher has a clear vision for the future of the school, which focuses on sustaining high standards in a rich and relevant curriculum. She plans to build on work that has already been developed to use assessment and target setting for individual pupils so that teaching fully meet their needs in all subjects. The deputy headteacher works closely with the headteacher and has specific responsibilities, such as developing the school's behaviour policy and joint responsibility for the assessment policy. These are generally making a good impact on standards, for instance in mathematics and science. Co-ordinators for the Foundation Stage, infant and junior phases and subject co-ordinators fulfil their roles and assist their colleagues very well in providing a balanced and rich curriculum. Staff changes have meant that some subject co-ordinators are new to their subjects. As a result, their leadership, though reasonably successful, has yet to impact on standards. Initiatives in mathematics and science, for instance in teaching, are clearly making an impact on standards in these subjects.
46. Improvement since the last inspection has been good in relation to the key issues arising from the last inspection report and satisfactory overall. The governors and senior staff have successfully achieved a balanced budget, provision for ICT has improved significantly, the quality of teaching is now good overall and standards of handwriting have improved. The school has maintained good features such as pupils' attitudes and behaviour from the time of the last inspection. The upward trend in the results of National Curriculum tests at the end of Year 6 is similar to that achieved by most schools.
47. The governing body is now at full strength but recent resignations mean that it is redeveloping its role. The recently appointed chairperson has very good expertise for

the role and a good understanding of the school's strengths and weaknesses. Statutory responsibilities are fulfilled but the governors' role in monitoring the procedures to ensure the health and safety of the pupils and staff in the school is insecure. Governors are developing their knowledge and understanding of the more complex aspects of school development planning and the management of the school. They contribute their personal expertise, such as, management or accountancy to the benefit of the school. Roles and responsibilities are clearly defined with three-way communication with each other, the headteacher and parents. Many governors visit and help in the school on a very regular basis. They are successful in carrying out their responsibilities because they have a clear understanding of what goes on in classrooms. They have a satisfactory understanding of how to analyse the data supplied about the school in order to have a greater and more informed input into planning and target setting. They compare themselves satisfactorily with other schools in order to assess whether they are achieving best value for money. There is a commitment to improving standards and raising the profile of the school so that it continues to improve the attainment of the pupils and the management of resources.

48. Management of the curriculum is good. All teachers have been observed teaching numeracy and literacy and the outcomes are monitored carefully. Information relating to National Curriculum and other tests has been carefully analysed to see where improvements are needed. For example, it has been noted that though they make at least satisfactory progress, some higher attaining pupils could do better. Recently, having identified shortcomings, the staff have introduced changes to the teaching of writing. Other subjects of the curriculum are discussed and an overview taken so that the curriculum continues to be well balanced. Opportunities to check the quality of teaching and learning in the Foundation Stage are not as rigorous, and time to observe the quality of teaching in all areas of learning are not as effective as in the rest of the school.
49. The most recent school development plan is a concise document and clearly focused on raising standards and improving the quality of teaching and learning. A recent review has contributed to the findings, and thorough discussion with both staff and governors means that the plan is understood and linked to clear financial targets. Previous plans have been thwarted because of the falling number of pupils in the school, and some financial decisions have had an adverse impact on resources for teaching, particularly in the foundation subjects.
50. Procedures for improving the performance of teachers are established and are beginning to raise standards in teaching and learning. The school's status as an Investor in People was recently confirmed. It effectively includes support staff in professional development and is committed to initial teacher training initiatives.
51. The overall provision for pupils with special educational needs is led and managed well by the co-ordinator, who has a very clear vision of her role in enabling pupils to receive the help they need to make good progress in their learning. She monitors both planning and provision in the classes well. The governing body is kept very well informed about provision and need because the governor with responsibility for special educational needs has a very strong commitment. The school and governing body ensure that all funds allocated for special educational needs, including additional funding from the school's own budget, are spent as specified. For pupils who have physical disabilities that restrict mobility there is access to the school via ramps. Learning resources for these pupils are good and ICT resources are used well, for example listening centres and word processing programs to enhance their writing skills.

52. Teachers and support staff are sufficient in number and have the necessary experience and expertise to teach the National Curriculum. Teaching assistants have a range of skills and experience. They are invited to staff meetings, have a regular fortnightly meeting with the deputy headteacher and have their own performance targets. They are able to provide good assistance to pupils with special educational needs and for teachers because they feed back to teachers, both orally and in writing, on attainment within lessons. Some are well qualified and help pupils very effectively, for example one assistant who helps with the teaching of ICT and another with music.
53. The accommodation remains good overall. Since the last inspection a room has been converted into a computer suite and this enhances provision. However, the library is dull and underused. Over-generous accommodation for the Foundation Stage can hamper learning because it is difficult to manage. Some outside doors need repairing because they fit poorly. Playgrounds and grassed areas are extensive and allow plenty of space for pupils to play safely during supervised break times. However, the outdoor play area for children in the Foundation Stage suffers from vandalism and damage to these facilities restricts the learning opportunities for these pupils.
54. Resources are satisfactory overall. Resources for ICT were unsatisfactory at the time of the last inspection. These are now good and they are used well in several subjects and for different groups of pupils such as those with special educational needs. Resources for English, art and design, geography, history and physical education are also good, although the library lacks sufficient non-fiction books. Resources for all other subjects are satisfactory, except for religious education where they are unsatisfactory and so restrict learning opportunities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. The school should

- (1) Raise standards in English * across the school through
 - ❑ continuing the drive to raise attainment in writing (paragraphs 82 – 84)
 - ❑ teaching better the skills that pupils need to use the library effectively (paragraphs 81 – 83)
 - ❑ raising the profile of the library in school and improving its non-fiction resources (paragraph 86)

- (2) Increase the rate at which children in the Foundation Stage* make progress by
 - ❑ adults intervening more often in the children's activities in both the nursery and reception classes in order to promote their learning (paragraphs 57 – 59, 64, 70)
 - ❑ clarifying the learning objectives of activities planned for children in the nursery (paragraph 59)
 - ❑ encouraging the children's listening skills better in the nursery (paragraph 62)
 - ❑ focusing better on the specific needs of more able children in the nursery (paragraphs 63, 65)
 - ❑ improving further the outdoor provision, especially for children in the reception class (paragraphs 72 – 74)

- (3) Improve procedures to ensure pupils' health and safety (paragraph 33)

In addition,

- (i) Staff should improve the teaching of science in junior classes by
 - ❑ improving assessment procedures and the marking of pupils' work (paragraphs 22, 38, 102)
 - ❑ improving how well pupils record their work (paragraph 102)
- (ii) Resources for religious education should be improved (paragraph 54, 138)

- (iii) Governors should address omissions to the *School Prospectus* and *Governors' annual report to parents* (paragraph 44).

* features in the current school development plan

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	36	17	0	0	0
Percentage	0	10	61	29	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 one percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	16	190
Number of full-time pupils known to be eligible for free school meals	0	24

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		31

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	6.7

Unauthorised absence

	%
School data	0.5

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	14	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	16	18
	Girls	12	12	12
	Total	26	28	30
Percentage of pupils at NC level 2 or above	School	81 (83)	88 (88)	94 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	18	18
	Girls	12	13	13
	Total	27	31	31
Percentage of pupils at NC level 2 or above	School	84 (79)	97 (83)	97 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	22	20	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	18	20
	Girls	18	17	19
	Total	32	35	39
Percentage of pupils at NC level 4 or above	School	76 (73)	83 (73)	93 (88)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	17	18
	Girls	18	16	17
	Total	31	33	35
Percentage of pupils at NC level 4 or above	School	74 (69)	79 (69)	83 (81)
	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	185	0	0
White – Irish	0	0	0
White – any other White background	0	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	4	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	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	1	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	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

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	21
Average class size	23.75

Financial year	2001-02
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Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	278.5

	£
Total income	510 360
Total expenditure	466 230
Expenditure per pupil	1947
Balance brought forward from previous year	29500
Balance carried forward to next year	44130

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	16
Total number of education support staff	2

Total aggregate hours worked per week	35
Number of pupils per FTE adult	8

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Number of questionnaires sent out:	206
Number of questionnaires returned:	50 (24.3%)

Responses (percentage of answers in each category):

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school	60	38	2	0	0
My child is making good progress in school	60	38	2	0	0
Behaviour in the school is good	48	44	2	0	6
My child gets the right amount of work to do at home	44	46	6	2	2
The teaching is good	58	34	4	0	4
I am kept well informed about how my child is getting on	40	46	8	6	0
I would feel comfortable about approaching the school with questions or a problem	74	20	6	0	0
The school expects my child to work hard and achieve his or her best	72	26	0	0	2
The school works closely with parents	44	38	14	4	0
The school is well led and managed	58	28	2	8	4
The school is helping my child become mature and responsible	56	38	6	0	0
The school provides an interesting range of activities outside lessons	40	46	6	6	2

Percentages are rounded to the nearest integer and may not total 100.

Other issues raised by parents

None

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

56. The school continues to make sound provision for children as at the time of the last inspection. A wide range of activities is provided in a very spacious environment, where relationships are positive and the children enjoy themselves. The co-ordinator, who teaches the reception class, has worked hard to improve planning of lessons for both the nursery and reception classes, and to raise standards of provision for outdoor play and computer technology. There is a sharp focus on key learning such as reading and writing in the daily routine. Although children have a variety of early pre-nursery experiences, most demonstrate the levels typical of three-year-olds in all six areas of learning when they are admitted to the nursery. Many make satisfactory progress in the nursery and reception classes, enabling most children to achieve the early learning goals by the time they move to Year 1. Children with special educational needs have good support and make good progress. However, there is insufficient monitoring of teaching and learning in the nursery to confirm that the very detailed and thoroughly planned lessons that the staff prepare together are taught as effectively and consistently as possible. Those children who have been in the nursery for a while and those who have high levels of attainment should be able to make more rapid progress than the satisfactory progress they make at present.
57. Teaching is satisfactory overall, there is no unsatisfactory teaching and there are some good features in both classes, especially in the reception class. Two teachers share the teaching of the nursery classes, each teaching half of each week. At the time of the inspection, one was absent and the other teacher taught full time. Adults have very positive relationships with parents and know the children well. However, the rate of children's learning could be improved by a clearer focus on learning objectives and on adults intervening during activities in order to push on the rate of learning. Children's progress is carefully recorded in both classes and is used well to plan the next stages of learning, particularly in reading, writing and personal development. Overall there has been sound improvement since the last inspection.

Personal, social and emotional development

58. There is a good induction process for new nursery children. Most of them start school with a positive and confident attitude. However, admissions take place every term, and adults' attention is sharply focused on settling in the new children. Exciting activities are prepared for each session, where children make good choices and concentrate on them satisfactorily; but much of the learning is at the children's own behest, with too little adult intervention to build on the planned experiences. Children have too little opportunity to learn to understand why they must behave in certain ways, as sessions often lack rigour and purpose, despite detailed planning. Behaviour is generally satisfactory, often good, but in the nursery, there are times, such as story sessions, when a few children find it beyond them to sit still and listen to others. Teaching in this area of learning is satisfactory in the nursery, and everyone is treated with courtesy and respect. Adults provide good role models for the children in their relationships with each other and with the children. Teaching is good in the reception class and the teacher has good subject knowledge about the needs of the children.
59. Children relate well to one another and to adults, sharing resources and organising activities themselves, such as who should take on the role of Goldilocks in the nursery's *House of the Bears*. These sessions are good, giving the older children

opportunities to demonstrate independence or to lead and adults share in the development of the story, making important contributions. However, this does not happen enough during the nursery sessions. Many activities, such as the sand and water play, have little clear focus for learning in the daily routine. Snack times and outdoor play are optional and have a limited set routine that children can contribute to, or in which they can develop an awareness of rules of behaviour or of the nursery as a community. In the reception class, there is a better structure to the daily routine.

60. Nursery children make several visits to the reception class before transferring there in the September before their fifth birthday. Most settle in very quickly, being eager to come to school and join in the activities. They show independence in dressing and toilet routines and good levels of self-esteem. Behaviour is good through focused teaching times, for example, when the class is listening together on the carpet, or working in groups at the tables. Behaviour is more variable during physical activity in open spaces such as the playground or the hall.

Communication, language and literacy

61. Most children make satisfactory progress in this area of learning. The expected levels of attainment are maintained, so that most children are likely to achieve the early learning goals by the time they move to Year 1, and teaching is satisfactory overall. There is some good teaching of writing.
62. All children listen attentively to the teachers who provide good role models for the children. Most children in the nursery enjoy stories, following the pictures and responding well to questions. Children in reception enjoy answering in the lively questioning sessions on the carpet, and learn to follow instructions well about the planned tasks. Listening and speaking are both promoted effectively in the routines followed by children in reception. There is less emphasis on listening in the nursery, where planned opportunities occur rarely for children to listen to one another. Spontaneous conversations during play enable children to develop some skills in this aspect. There is good teaching for children with special educational needs and for the very few who speak English as an additional language, and they make good progress. Most children in the nursery are able to converse in complete sentences, telling each other what they are doing, and there is good interaction in play routines in both classes. All children join in retelling the story of *The Three Bears*, and children in reception show above average ability to recall Goldilocks' song.
63. Teachers in both classes follow similar routines in the teaching of reading. As a result, children make satisfactory progress, and enjoy sharing or reading books with adults. Each day begins with finding name cards, and these are used for recognition and writing during the day. Children in the nursery are introduced swiftly to letter sounds. Teachers use effective methods to stimulate interest, such as *feely bags* with cuddly toys and objects, asking children to say the first letter. Some do this later when they spot objects that begins with the same letters as their names. Teachers build on this skill in the reception class, where children identify letter sounds themselves, and are beginning to find rhyming sounds too. Children take books and reading diaries home every day to share with parents. Records are carefully maintained to ensure progress is being made, and books are changed frequently. The classroom assistant, who is well briefed and knows the children well, gives good support in the reception class. However, higher achievers in the nursery make insufficient progress in early reading skills because the focus on progress is not sharp enough.

64. Children in the reception class make good progress in writing, some already beginning to write simple sentences unaided. Some are able to use capital letters. Many can write their own names on paintings and, with help, most can form letters correctly and use a mature pencil grip. The provision of a range of writing resources in both classes encourages children to practise these skills, as they *write* letters to their parents for home time, or use clipboards to record a story. Opportunities are limited during these play sessions for adults to intervene, however, as both ends of the room require supervision. Adults concentrate on that and the teaching activity they are doing, with less opportunity to be involved in play activities. This limits the progress that children make during these activities.

Mathematical development

65. On admission to the nursery, most children have attainment at expected levels. The curriculum is planned to enable most children to build on this learning, and by the time children leave the reception class, most are likely to achieve the early learning goals. Teaching is satisfactory with some good teaching of children in small groups. However, opportunities are missed at times to extend the learning of more able children, particularly in the development of mathematical language in the nursery. An example occurred when nursery children were making paper teddies, adding facial features. They checked the position of mouths and noses in the mirror before gluing a nose on Teddy's face. Some of the higher achieving children were able to do this correctly without guidance, and to choose the correct sized teddy for Daddy Bear. The opportunity to use language such as *above*, *next to* and *below* and to identify sizes was missed, however.
66. Both classrooms have mathematical equipment and games to stimulate children's interest and promote number recognition. Children in the nursery painted shapes for a display, and some name triangles and squares correctly. Activities in the reception class build on that learning by exploring and discussing the names and properties of three-dimensional shapes such as cuboids. Whole-class sessions are used to demonstrate the benefits of a number line in finding out answers, and children have their own personal number line on the back of their name card. Counting is an important part of snack time in the nursery, as the teacher cuts fruit into slices and everyone counts together, up to 16. By the time children are in the reception class, many are able to order numbers to ten correctly, and name a missing number in a sequence, or hold up the correct numeral in their number fan. Higher achieving children consider numbers above 30, but most struggle to identify them correctly and still reverse two-digit numbers. Some of the teaching contains too few steps for children's learning. As a result, children are not reminded of earlier learning before moving on to more difficult work. An example was when children were asked to order numbers from 21, but had no opportunity to count up to 29, or to identify the numerals first. However, good support was given to lower achieving groups when they were adding sets of sweets together, and adults showed how to record this by using circles and numbers. In this case, careful note had been taken of the gaps in children's learning from previous activities, reflecting the good procedures that are generally carried out to assess how well children are learning in the reception class.

Knowledge and understanding of the world

67. Children start the nursery with a wide variety of experiences. The curriculum is broadly based and well planned, giving children a range of interesting topics to explore and investigate. Through sound teaching, children are able to make satisfactory progress and most are likely to achieve the early learning goals by the end of the reception year.

68. Children in the nursery are able to use tools such as plastic knives and pastry cutters well when making sandwiches with a nursery nurse. They choose their own ingredients confidently, and explore the texture and resistance of bread as they spread the fillings. Adults generally use open-ended questions to encourage children to think about their answers carefully, but these are not always fully explored to discover what children have learned as they complete activities.
69. All the children demonstrate a curiosity about their world, finding interesting objects such as feathers and stones as they play outside. Children in reception enjoy sorting vehicles into different groups, discussing how they differ in size or mechanism. They investigate construction equipment. They build a wall for a castle and check its strength when reminded by the teacher. Children in the nursery know how to join shapes to make a paper teddy bear. They choose and try out different resources such as paper clips or split pins. Higher achieving children learn to join materials well because their teacher encourages them to choose from a range of equipment with sensitivity and skill.
70. Many children use computers confidently, moving a mouse to erase the screen, to draw their own patterns and clicking a button to move a teddy. Taped stories are available for nursery children to listen to in the comfortable book corner. There is good equipment in the playhouse for children in both classes to act out routines from the world about them, for example, dressing up as paramedics or policemen, but opportunities are often missed to develop imaginative play because adults do not intervene consistently. Cultural learning is developed through the celebration of festivals such as Diwali. Children in reception have a sound knowledge of the Christmas story and are developing an understanding of the Bible as a special book.
71. The outdoor area is used to consider growth and change as daffodils emerge and the trees come into leaf. There are plans to develop its use later this year.

Physical development

72. Teaching is satisfactory in both classes. All children demonstrate high self-esteem and confidence, and are willing to take risks as they climb and ride tricycles. They run about outside without endangering themselves. They show satisfactory skill when using scissors and pencils, and children in reception use paintbrushes with good control. Most have expected levels of learning in this area except in ball skills, and are likely to achieve the early learning goals overall by the end of the reception year. Although they make satisfactory progress, children in reception have little opportunity to improve their skills by using the wheeled toys and climbing equipment in the nursery.
73. Children in the nursery and reception classes have ample opportunity to develop their skills in the sand and water trays. Nursery children learn to match shape and size of equipment in the well-organised storage cupboards, and to place objects exactly over the printed shapes. They further develop their sense of space as they find room for themselves on the carpet, or move to allow others some room. Children in the reception class show a real awareness of this as they set up their building equipment. They can all dress themselves in coats and change their shoes for plimsolls, and most respond well to the boundaries that are in place for certain activities.
74. The outdoor play area has been improved recently by the addition of climbing equipment and a playhouse. It is securely fenced with a small gardening area and some trees. This provides a suitable site for children to explore where they can

negotiate challenge. Children in the nursery experience it daily, but opportunities for reception children to develop this area of learning are very limited. Children move freely in and out of doors in the nursery during outdoor play sessions, where an adult supervises. The 'Bear Hunt' appropriately encouraged children to learn to move their bodies in different ways and to respond to the language of a story. Supervision of those children who take a very long time to organise themselves is less effective, however, and children sometimes waste time in the cloakroom area.

Creative development

75. Children start in the nursery with satisfactory levels of learning in this area, and are given many opportunities to develop their imagination through art, music and role-play experiences in both classes. They make steady progress and most are likely to achieve the early learning goals by the time they move to Year 1.
76. Teaching is satisfactory overall, with some good adult intervention in the reception class when children are painting, and in the nursery when children act out the story of *The Three Bears*. Music teaching in the reception class is also good.
77. Children in the nursery have free access to painting resources and many use them well during each session. Most select their own paper, hold the brush correctly and mix powder paint in a pallet. Reception children are able to mix colours well, selecting a suitable blend to fit a planned purpose. They know that yellow and blue make green. They have an Art Gallery above their painting table to remind them of previous successes and some beautiful figure painting of their favourite books to capture earlier thinking. A recent *Light and Dark* project gave both classes an effective experience in contrasting images last term, which reception children talk about with pride. They use terms such as *lighter* and *shade*, and are beginning to express an opinion about likes and dislikes in the work. Children in the reception class show above average attainment in singing, with excellent pitch and very good recall of the words in *When Goldilocks went to the house of the Bears*. They are beginning to understand the meaning of such words as *high* and *low*, and can already interpret *loud* and *soft* well in their singing.
78. Both classrooms have well-equipped playhouses and good opportunities for children to use their imaginations. With very good support from the nursery nurse to keep learning focused, groups of children in the nursery act out the story of Goldilocks, using headdresses to indicate their roles. Children in the reception class have less support in their role-play activities in the playhouse, but develop earlier experiences to embellish the story creatively by inviting Goldilocks to tea when she wakes up. Children in both classes have very limited opportunities to learn about cultures other than their own.

ENGLISH

79. Standards achieved by pupils by the end of Year 6 are similar to the national average. Results in last year's National Curriculum tests reflect these findings, and since the time of the last inspection, the trend upwards in test results has been similar to that found in most schools. Pupils' speaking and listening skills are strong features and skills of reading are broadly average. Boys' enthusiasm for reading is increasing as a result of a concerted effort by staff, especially those in Years 5 and 6, to motivate them to enjoy the activity. Skills in writing have been the focus of attention in recent years because standards have been below or well below average at the end of Year 2 and broadly average at the end of Year 6. Concerns of staff have led to the introduction of

one specific lesson per week for pupils to practise writing longer pieces for different purposes, such as narratives, reports, persuasive writing and poetry. This initiative is having the desired effect. The quality of pupils' handwriting was a key issue for action in the last inspection report and shows much improvement, so that handwriting styles by the time pupils are in Year 6 are now clear, legible and neat. The school sets challenging attainment targets for pupils, but fell short of its target for 82 per cent of pupils to achieve the expected Level 4 or better last summer. Overall, pupils' achievement in the subject is satisfactory.

Speaking and listening

80. Pupils throughout Years 1 to 6 display confidence in class, give their opinions and answer questions readily. They learn to listen to one another's views and explain their ideas clearly. As a result, by Year 6, most pupils show little anxiety when asked to express a viewpoint to their classmates. For example, in a geography lesson on coastal erosion, individual pupils were asked to explain what they had learnt from the lesson about the different types of erosion. Pupils confidently asked if they could come to the front of the class to explain and then used the blackboard to illustrate different features. This level of skill is above the average found nationally.

Reading

81. Most pupils in infant classes make satisfactory progress in reading. By Year 2, more able pupils have made good progress and read fluently, putting expression in their voices when a character is speaking. They tackle reading difficult words such as *interested* and *furious* thoughtfully and with care. They explain what is happening in a story and what emotions the characters are feeling. A good number of more able and average pupils read regularly at home and complete their diaries very neatly. Pupils of average attainment explain the use of speech marks, *You have to change your voice because that's what they're saying*. Pupils of below average attainment are confident reading common words but uncertain with unfamiliar words. Some do not readily use other clues, such as reading further on in the sentence to help them to read a word that they do not recognise. Pupils understand the difference between fiction and non-fiction, but the skills of most pupils to find information is less secure.
82. During Years 3 and 4, progress is maintained. Less able pupils and those with special educational needs receive good support from teachers and classroom assistants and the school is successful in enlisting the support of parents at home to read with their children. Pupils of all levels of ability say they enjoy reading and are beginning to have favourite authors, such as Dick King Smith and Jacqueline Wilson. What is lacking, however, is confidence to use library skills and this is true of the oldest pupils in school as well. Pupils in Year 6 enjoy reading for pleasure and have read a lengthy selection of good quality fiction for children. Boys show enthusiasm for reading so that they are among the highest attainers. This has been the result of efforts by the school to make reading a desirable thing to do. It has been particularly successful in Year 6, where one class teacher has introduced a *Bookworm League*. This encourages all pupils to contribute to the success of their team by developing good reading habits. Pupils' reading journals, in which they list and write about books they have read, contain interesting reviews, character sketches and attempts at writing *blurb* for the back cover. Reintroducing class story time has also allowed staff to focus on first-class fiction for pupils in order to enthuse them. A renewed focus on the use of the library in school is planned by the library co-ordinator and is urgently required in order to raise library skills to the same level as other reading skills and skills of research on the Internet.

Writing

83. Pupils make satisfactory progress in Year 1, especially with handwriting but only a minority at the time of the inspection were confidently composing their own sentences. Many pupils are still copying the teacher's writing. In the current Year 2, there is the full range of attainment but about a quarter of all pupils reach below, or well below average levels. Most of these pupils have special educational needs. This means that standards are below the average of all schools nationally. More able pupils write short sentences confidently with simple punctuation and good attention to spelling. Pupils are beginning to use a joined style of writing.
84. The impact of lessons of extended writing is beginning to show in the work of pupils in junior classes especially. Pupils are taught to plan their work and teachers' marking encourages the pupils to build on previous effort, so that the length and level of detail in stories and reports are improving. Homework is clearly timetabled to help pupils to practise writing. Pupils in Year 5 write for a variety of purposes including instructions and play scripts and by Year 6 there is evidence of a very good range of work. Pupils' attention to vocabulary, the building of atmosphere in stories and their ability to argue from a particular point of view all come on well. Progress accelerates as a result of the consistently very good teaching in Year 6. A strength of the teaching throughout the school is the way other subjects are linked to the pupils' writing, so that the work has purpose. For example, historical recounts are used, as well as instructional writing, on subjects such as Egyptian mummification, and report writing in science, and design and technology. Writing is more variable in religious education, however. Pupils in Years 3 and 4 planned and wrote a report to the school governors on the work they were doing during the term. They then word-processed the work, using computers. This focus on improving pupils' writing, identified as a result of some in-depth monitoring of standards and teaching by the co-ordinator, is beginning to bear fruit.
85. The quality of teaching is good in all classes. It was very good in two lessons in the two classes that contain pupils in Year 6. This is an improvement since the time of the last inspection when a minority of lessons were unsatisfactory. All lessons have good pace and are planned well. Teachers are good and often very good at managing the pupils. As a result, pupils are motivated to learn and become good independent learners by the time they leave the school. Classroom assistants make a very good contribution to the teaching, whether taking small groups following nationally recommended programmes of work, such as *Early Literacy Support*, or in guided reading sessions in class. Several assistants have taken part in high quality training and some are training to become teachers. This means that the quality of support for pupils with special educational needs is never less than good. The very challenging teaching in Year 6 is helping to push up standards. Expectations are high and second best is not good enough. Consequently, all pupils, especially boys, respond very positively. Both homework and schoolwork are marked regularly and there are examples of very good marking which is detailed and supportive. Pupils have relevant targets to achieve. However, some of the language they are written in is too sophisticated and needs to be simplified. Homework is making a good contribution to learning in infant classes and a very good contribution in junior classes.
86. The subject co-ordinator manages the subject well so that targets are clear. Procedures to assess pupils' progress are good and are used to identify what groups of pupils need to learn. Links with ICT are firmly established and pupils' work is very attractively displayed after being word-processed by the pupils. Levels of resourcing

for lessons and for reading for pleasure are good but resources for non-fiction, though supplemented by loans from the schools' library service, are insufficient. Because of very good procedures to check on the quality of teaching and learning, teachers have identified priorities that require action. To raise standards further, there is now a need to enhance the profile of the library and to share best classroom practice among all staff.

MATHEMATICS

87. In the 2002 tests for pupils at the end of Year 2, results were below the national average and well below those of schools with similar intakes. Current standards for most pupils in Year 2 are similar to those expected nationally. In the 2002 tests for pupils at the end of Year 6, the school's results were well above the national average and the average of schools with similar intakes. The evidence gained from the current inspection concurs with these standards. The trend of improvement is above the national average. No significant difference was noted between the attainment of girls and boys. Standards are broadly similar to those in place at the time of the last inspection. Each area identified for improvement at the last inspection has been addressed successfully.
88. Higher attaining pupils and pupils with special educational needs make good progress. Pupils in Years 2 and 6 achieve well. Achievement is greatest in Years 5 and 6 because of the good and usually very good quality of teaching. The rapport between teachers and pupils and the efficient classroom management enable the lessons to proceed at a very good pace. The pupils respond with enthusiasm and the commitment to work hard and achieve what they have set out to learn in the lesson. Achievement is good overall because of the organisation of groups of pupils based on prior attainment and two year groups. Some pupils are grouped over three year groups in the junior section of the school and this is not always the most effective way of grouping. In one lesson, older pupils with special educational needs were left to drift and did not make as much progress as the rest of the teaching group, including the younger pupils who had special educational needs.
89. Pupils in Year 2 are confident about the use of numbers to ten and are able to add together mentally three numbers, which have been set out in a horizontal line. Other pupils, including higher attaining pupils, write numbers up to 100 in figures and in words. They read some fractions recognising that halves had to be equal and then developed the concept of their pattern being the same on both sides as symmetrical. Higher attaining pupils quickly discovered that various regular shapes including hexagons could be symmetrical if they were folded into half. Pupils in Year 1 collect and interpret simple data using their skills in ICT to record results as a pictogram. They input data, which they have collected in counting cars and the range of colours on the school car park, using a well-designed program so that they can draw positive mathematical conclusions from their results. The good quality of teaching ensures that pupils are used to the technical mathematical vocabulary associated with the topic. The teachers extend the learning of higher attaining pupils by using clear, challenging questions so that pupils think about the mathematical ideas they are learning. The good use of the mental strategy develops pupils' confidence in handling numbers both as addition and subtraction to check their answer.
90. By the end of Year 6, pupils' skills, knowledge and understanding are developed effectively. All pupils are confident with numbers. They calculate accurately using large three-digit numbers, have a very good sense of place value and recognise equivalent fractions and percentages. Pupils have a clear understanding of different

mathematical shapes and can explain confidently the properties of various regular and irregular shapes at a sophisticated level. For example, higher attaining pupils recognise the formula to describe complex coordinates and extend their understanding using a detailed technical vocabulary to describe the axis and plot the coordinate in mathematical terms. Pupils use previous knowledge confidently to apply this to new areas of work through mathematical investigation and working together with the teacher to extend their thinking and problem solving approaches. Where pupils achieve well it is because the teacher maintains a constant interaction and continually assesses pupils' understanding as the lesson develops. Pupils are very aware of the progress they make and do not hesitate to describe in a *traffic lights* system where they are achieving throughout the lesson. Pupils work well together to look for and try out new ideas and support each other to develop their understanding of complex and difficult areas.

91. Pupils develop speaking and listening skills in mathematics. There is a good emphasis on the development of specific subject vocabulary and there are good opportunities for pupils to learn through investigations. These provide the opportunity for pupils to tease out their thoughts and develop their mathematical ideas. Pupils are familiar with and confident in the use of ICT, to handle data, extend their number skills and set up spreadsheets to compute large and complex calculations. The school has purchased a range of software that supports the teaching and learning well in mathematics. This allows mathematics to be used in other subjects such as science.
92. Pupils' attitudes towards the subject are very good. Most pupils work at a good pace and most are attentive and well behaved. They work well both individually and in small groups. Pupils' relationships with teachers and with each other are very good.
93. The quality of teaching is good overall in Years 1 and 2. In Years 3 to 6 it is sometimes very good. Where the teaching is good or better, lessons are very well planned. In these lessons, pupils are set clear objectives, which they understand. There are very clear expectations for achievement in the lessons and these are shared with pupils. Lessons have a very good pace, starting with brisk sessions of mental arithmetic, which encourage and motivate pupils. At the end of these lessons teachers provide opportunities for pupils to reflect on what they have learned. Teachers group pupils within the teaching groups according to their attainment and grade work to provide a good level of challenge.
94. Pupils' written work is often carefully presented and is marked for accuracy and sometimes supported by positive remarks. However, marking is not consistent and does not give the necessary guidance to pupils. For older pupils, there are constructive comments to indicate to pupils what they need to do to improve. Teachers assess and record pupils' progress each half term. This information is used to set targets for improvement. It is not, as yet, used consistently through the school to set individual targets to challenge pupils.
95. Support staff play a significant role in helping pupils to focus closely on their work and sort out their mathematical ideas. The school wisely makes the greatest use of support staff with the younger pupils. This approach makes a significant contribution to the progress made by pupils with special educational needs, except for older pupils in the teaching groups that contain three year groups. Teachers ensure that the staff who support specific pupils are clear about what is to be learned in a lesson.
96. The joint co-ordinators provide good leadership of the subject. They regularly monitor teachers' planning and review pupils' work, providing feedback and agreeing targets for

improvement with staff. Observation of teaching has taken place and has been used to identify areas for development. The school encourages the involvement of parents through the provision of homework, although it is not used consistently in all classes to consolidate and reinforce what is learned at school. A good level of resources includes a scheme with helpful books for pupils that consolidate their learning, and teachers use them well.

SCIENCE

97. Standards are above those expected nationally by the end of Year 2. This is similar to the results of teachers' assessments in 2002 and an improvement since the previous inspection. The reason that standards have risen in Years 1 and 2 is that teaching is consistently good and there is good support from the teaching assistants so that very nearly all pupils attain the level expected and a few do better than this. In addition, the scheme of work takes account of the latest national guidance, ensuring that pupils' learning is progressive. Teachers' planning shows that close attention is paid to promoting the skills, knowledge and understanding of scientific enquiry. The same is true of teaching in Years 3 to 6. By the end of Year 6 standards are similar to those expected nationally. This is similar to the findings of the previous inspection and matches the results of the National Curriculum tests in 2002. Standards have risen since the time of the last inspection and more pupils are achieving the higher level, Level 5, in tests at the end of Year 6 than ever before.
98. All pupils make good progress in Years 1 and 2. By the end of Year 2 pupils know about the body and healthy life styles. They construct simple electrical circuits and know the benefits of, and dangers associated with, electricity in everyday life. They also know forces and the effect of pushing and pulling. Through investigative work they are developing an understanding of what constitutes a fair test. By Year 6, pupils have extended their knowledge and understanding of the human body, electricity, light and how we see things, and the properties of materials, for example whether they are soluble or insoluble. They extend their knowledge and understanding of how to make a test fair through their investigations and the way they record these. To help to raise standards, the school identified the need to improve teachers' ability to assess learning accurately and provided the necessary training for this. The school also identified the need to provide full coverage of the National Curriculum and to make learning progressive by arranging for mixed-age classes in Years 3 to 6 to be taught as distinct year groups and this is enabling teachers to plan work. To raise standards further, the school is providing training for teachers in helping pupils to record work more efficiently.
99. Teaching is consistently good across all year groups. This is an improvement since the previous inspection when some teaching of older pupils was identified as having shortcomings. The strong features of the teaching are: the knowledge and understanding of the teachers; planning including the way assessments at the end of units of work and at the end of the year help teachers with their planning; the methods used, including the consistent use of technical vocabulary; the management of and relationships with pupils; the expectations of what pupils should be able to do; and the good use of teachers and teaching assistants to help pupils, particularly those with special educational needs. In all lessons, teachers ensure all pupils are aware of what they should be able to do or to know and understand by the end of the lesson. In a good lesson in Year 6 the lead teacher, with support from another teacher, captured the interest of the pupils immediately by reviewing previous learning about reversible and irreversible changes by brisk and challenging questioning of pupils of all abilities that enabled her to judge what they had remembered. This led to clear instructions that promoted the pupils' ability to predict, observe and make conclusions. As a result, all

pupils, including those with special educational needs, made good progress in their learning. Wall and table top displays, including some examples of pupils' work, foster learning because they are presented well and include key vocabulary and questions that challenge pupils' thinking. For example, in Year 2, a display of shoes with different types of sole included the question *Which shoe do you think would slide the most if the weather was icy?*

100. Teaching also consolidates and extends learning in other subjects, particularly through the use of skills learned in literacy. Pupils learn to record their work in a variety of ways, including factual accounts of investigations under headings, labelled diagrams, charts and lists using bullet points and, in Year 2, letter writing. The *Science week* not only widened knowledge and understanding and aroused interest in science, but also linked with other subjects such as art and design, history, geography and music. Further opportunities to generate interest as well as enhancing learning are provided through the *Healthy Schools* initiative, the gardening and environmental clubs and visits from the *Life Education* mobile classroom.
101. All teachers used good strategies, including making the learning interesting by providing pupils with good opportunities to investigate, to promote good behaviour. Behaviour was consistently good and was conducive to pupils making good progress in the lessons.
102. The school has a good system in place for recording the attainment and progress of all pupils through end-of-unit assessments. A recent innovation is some very good self-evaluation in Year 6, taught by the subject co-ordinator, where pupils record what they know at the beginning of a unit of study and then at the end, by using a 'web' of what they know or can do. A weakness is the inconsistent marking of work that does not fully follow the school's guidelines for marking. When teachers ask a pupil to complete a piece of work they do not always ensure that this is done. Incorrect spelling of key scientific vocabulary is not always identified, nor do teachers' written comments on work take pupils' learning in science forward often enough. The newly appointed subject co-ordinator intends to strengthen further the assessment procedures to put the school in a good position to improve teaching and learning and so raise standards.
103. Pupils are given good opportunities to use computers, for example the use of CD-ROMs, the use of the Internet for research. They use digital microscopes and data logging and sensing software. As pupils increase their computer skills and are given more opportunities to use these good resources there is the potential to raise standards further.
104. The co-ordinator has a good understanding of the strengths of the subject and a clear vision of how to improve the learning opportunities provided for the pupils. Monitoring of planning and analyses of samples of pupils' work are good. As part of a school-wide programme of lesson observations, the co-ordinator knows when there will be opportunities to check the quality of teaching. Resources are of a sufficient quality and quantity for each unit of study. Good identification of required improvements, for instance, in assessing how well pupils are doing by setting targets for individuals, ensuring marking is more consistent with school policy, and developing pupils' skills of recording, puts the school in a sound position to raise attainment.

ART AND DESIGN

105. As at the time of the last inspection, attainment for pupils across the school is at expected levels overall. The co-ordinator has recently begun to review provision and

has already made significant changes to teachers' planning and practice. This is beginning to have an impact on the standards of work that pupils produce, particularly in Year 2. Here, attainment in observational drawing is above average, and pupils' skills in designing and organising their finished product in printing and sewing demonstrate good learning over the past few weeks. All pupils, including those with special educational needs, make satisfactory progress and achieve average standards. There has been satisfactory improvement since the last inspection.

106. Teaching in lessons seen was good overall, with some very good features, reflecting the support and guidance given by the co-ordinator. The teachers demonstrate good subject knowledge, which enables them to adapt lessons to encourage pupils to learn techniques and skills that they have missed earlier in the school. This was evident in Year 6, where pupils needed additional teaching on colour mixing in order to complete their landscape pictures. Pupils in Years 3 and 4 explore different materials for their Viking collages and produce interesting pieces of work. Good learning currently occurring in Year 2, however, has not been part of the experience of previous year groups, except in the area of observational drawing.
107. Pupils throughout the school produce very detailed drawings of plants, flowers and self-portraits. Pupils in Years 5 and 6 painted their plant drawings beautifully with watercolours, enabling the class teacher to mount an eye-catching display of good work by most of the class. Other pupils in Year 6 have studied and imitated the brightly coloured abstract paintings of Gillian Ayres, and know a little about how she achieved moods and feelings and a sense of rhythm through her use of lines and marks. However, most pupils have little knowledge of other famous painters. Pupils have access to the Internet, but little use has been made of this to develop their understanding, or to encourage pupils to develop opinions about the appeal of art. Although teachers use technical language such as *texture*, *shade*, *tone* and *perspective* in lessons, pupils struggle to remember such words when attempting to discuss their work or evaluate the work of others. Learning has been satisfactory overall. It is clear that there are already improvements in the pace of learning in most classes.
108. Almost all pupils enjoy art and show good attitudes to the subject, making their views clear to governors when writing to them about the curriculum. The school involves pupils in artwork for the Christmas pantomime by encouraging the design of posters and tickets. The subject is achieving a higher profile in school now, with an appropriate emphasis on the quality of displays, and good use made of support from the community and local schools. Displays are well mounted, reflecting and valuing pupils' work, but there are areas of bare walls in corridors that significantly reduce the impression of a vibrant learning environment.
109. Developments currently being undertaken by the co-ordinator include: new schemes of work for each class that include the key learning in each topic; and a portfolio of work indicating the levels of skills, knowledge and understanding incorporated in each unit is being compiled. This is planned to enable teachers to assess the progress of each pupil more specifically. The quality and range of resources are good.

DESIGN AND TECHNOLOGY

110. Attainment at the end of Years 2 and 6 remains at expected levels for the age groups, as at the time of the last inspection. There is a newly appointed co-ordinator who is successfully raising the profile of the subject, which is having a positive impact on learning for all pupils. There are some useful procedures in place already, such as

pupils' recording booklets and the links with the local Construction Industry Training Board, which develop pupils' experiences and understanding. All pupils, including those with special educational needs, make satisfactory progress throughout the school. There has been satisfactory improvement since the time of the last inspection.

111. Only one lesson was observed during the inspection, but there were many examples of pupils' work around the school, and some detailed information in planning files. These indicate that pupils experience a sound range of topics and techniques across the school and are able to build satisfactorily on their knowledge by Year 6. For instance, pupils organise for themselves a sequence of actions to follow as they design and make a carrier bag that will easily carry the specified contents. This gives them good opportunities to practise measuring and cutting skills, and to discover if these are sufficiently developed for the purpose. This work is satisfactorily recorded in booklets that are then retained as evidence of progress. Younger pupils have designed and made a party hat, using the same skills, and photographs in the subject portfolio indicate that the hats also fitted their purpose. At present, pupils are not sufficiently encouraged to consider what they might do to improve the suitability of their products for the intended purpose. Evaluation focuses more on difficulties pupils have experienced, and how they might improve that aspect of their work, rather than how well suited their product is to its task. Computer technology plays a part in recording progress, as all booklets have a digital photograph of the pupil and the finished product on the front. The co-ordinator has also begun to incorporate computer assisted design into the planning of work.
112. The quality of learning is generally satisfactory. Teachers use nationally produced schemes of work to guide them through topics, and these are in the process of being reinforced by the addition of key skills that are to be covered in each unit. At present, teachers assess and record the levels of achievement of the highest and lowest achievers, matched against the newly developed portfolio of planned levels of learning. This now needs to be added to, so that teachers are confident that pupils are building their skills appropriately as they acquire new knowledge and understanding in the subject. Resources have been supplemented recently, so that the range and quality are now satisfactory, and the co-ordinator has begun to check the quality of lessons to promote good practice and improve the subject knowledge of the staff.

GEOGRAPHY and HISTORY

113. Attainment in both subjects is average at the end of Years 2 and 6 and these are similar to findings at the last inspection. The school has made satisfactory improvement in provision for history and good progress in geography since that time, when planning and levels of resourcing in geography had weaknesses. Strengths in both subjects are: the variety of experiences for pupils, which include exploring artefacts, visiting places of interest and listening to specialist speakers; the good use made of ICT, in particular the Internet, to encourage research; and the way both subjects are used to promote skills of literacy and other subjects, especially in junior classes.
114. In infant classes, pupils follow the travels of *Barnaby Bear* and find out about the places he visits. They make simple maps of the school and their route to it. They record well the different amenities in the village as a bar graph and create an interesting leaflet describing the positive aspects of living in Kippax. Most pupils record their work neatly and have a satisfactory understanding of where they live and how it relates to other places such as Leeds. In a Year 1 lesson, the pupils gained an appreciation of the development of railways as a result of good resources available to them, including large

and small-scale models, such as one of Stephenson's *Rocket*, as well as photographs and posters. Pupils of above average attainment wrote their own captions to their pictures but too many copied the suggestions of adults who helped in the lesson.

115. In Years 3 and 4, pupils studied *Weather Around the World* in the autumn term. This topic made extensive use of newspapers and the Internet to promote pupils' understanding and led to the writing of individual projects on places they have visited, such as Spain, or are interested in, such as Japan. The quality of a sample of these projects indicated good standards of presentation, an enjoyment in the work and a willingness to find out information using several secondary sources. Lessons focused on making use of this work to promote skills of literacy, such as writing postcards, and numeracy, for example composing graphs of seasonal changes in temperature. In Years 5 and 6, pupils have studied the ancient Egyptians. Topic folders are very attractively presented and indicate that a sizeable minority of pupils are working at levels above those expected of most pupils at this age. This is because the depth of the teaching is particularly good and has included a visit to a museum where pupils handled artefacts and found out about mummification. The pupils' awareness of the difference between primary and secondary sources is well-developed. Pupils study the East Coast of England and how it compares to other coastlines in England and Wales. Pupils develop a good understanding of physical erosion caused by the sea and weather and that they are beginning to understand how different groups of people can help or harm the coast.
116. Teaching was good in all lessons but there was insufficient teaching seen in infant classes to comment on the quality in geography. Learning appears to be good, however, from a sample of infant pupils' work. The best teaching is found in Year 6, where the level of challenge is particularly strong. For example, teachers encourage pupils to find out themselves the answers to questions they pose. They are very enthusiastic and this is infectious among pupils. To pursue the effect of erosion for instance, the teacher set up investigations on freezing and thawing and the effect of salt water on limestone.
117. All teachers plan a two-year cycle of topics and make very effective links with other subjects. When pupils were practising the writing of recounts in English, the teacher made use of a recent visit to a museum. Opportunities to write poetry are regularly linked to history. Pupils used the topic on the Vikings to develop their skills of art and design. Links between science and geography, for example what pupils know about solutions, were raised in lessons on the *Coastline*. Work is very attractively displayed using the pupils' word processing skills and use of software such as *Text ease*. The pace of lessons is good and pupils show good levels of interest and concentration. They want to know more and enjoy learning about both subjects. In both subjects, pupils with special educational needs receive satisfactory support and make similar progress compared with other pupils in their classes.
118. Subject management in geography has been good since the last inspection and the co-ordinator has a good overview of provision thanks to regular monitoring of teachers' planning and pupils' work. There are simple procedures in place to check pupils' progress and resources are regularly reviewed. The co-ordinator for history was absent at the time of the inspection and from information gathered it is evident that the quality of provision has been maintained since the last inspection and that the emphasis on *living history* by visits and first-hand experiences has continued. As a result, work in both subjects makes a very good contribution to pupils' cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. Standards in Years 2 and 6 are average. No judgements were made about standards at the time of the previous inspection. The school has very successfully addressed the shortcomings identified in the previous inspection report when the subject was a key issue for action. There has been very good improvement to resources and the skills of the teachers and teaching assistants. The scheme of work now matches the requirements of the National Curriculum. There are good opportunities for pupils to use computer skills in other subjects and leadership and management of the subject are satisfactory.
120. The national expectations of what pupils should know and be able to do have increased significantly since the previous inspection. The school is keeping up with these rising expectations and pupils' progress is steady, but quickening, in Years 1 to 6. Pupils achieve satisfactorily and progress in lessons by all pupils, including those with special educational needs, is good
121. Younger pupils gain familiarity with the layout of the keyboard, control the cursor with a mouse, log on and off, save their work and open programs. The higher attaining pupils can explain when they need to make a single or double click with the mouse as well as when to use the left hand and middle buttons. They add text to pictures they have drawn. They are beginning to use the Internet to search for information. They also know that ICT is not just about computers, but includes many domestic items. Older pupils are very confident when using word processing and graphics software, for example, when designing a multimedia presentation that combines text, graphics and sound. Pupils use the Internet to find information, for example, when researching Judaism. Older pupils respond well to challenges. At the end of a lesson, pupils in Year were challenged to devise formulae that could be used to calculate the area of circles and triangles as a homework or break-time task. They respond well to such challenges. One pupil in Year 6, constructed a spreadsheet on his own initiative with appropriate formulae in the cells to enable pupils to carry out long multiplication calculations.
122. Teaching is consistently good for several reasons. All staff have benefited from training funded under a national initiative. In a good Year 1 lesson the support provided by the teacher and the teaching assistant ensured that all pupils, including those with special educational needs, made good progress in learning how to enter data that they had collected about the colours of cars in the school car parks and to construct pictographs. Good planning is linked closely to assessments that enable all teachers to check on the progress of pupils in relation to nationally expected standards of attainment. For example, in a good lesson in Years 3 and 4, the teacher planned to teach the skill of combining text and graphics through designing a poster related to a history topic about the Vikings. During the task, the teacher and teaching assistants not only helped pupils but also questioned them about what they were doing and so assessed their learning. As a result of the good teaching, all pupils use the skills they have learned with confidence, are keen to learn, concentrate well on tasks, cooperate well in pairs and behave well in lessons. These positive attitudes contribute significantly to the rate at which they make progress within lessons.
123. All teachers use the subject to extend learning in other subjects. In a good lesson in Year 6, the work with spreadsheets was tightly linked to work in mathematics. Pupils use a digital microscope to enhance learning about micro-organisms in science, they research, using the Internet, scientists such as Jenner and Pasteur in connection with the same topic and put together multi-media presentations about what they have

learned about Ancient Egypt. In physical education, assessment is enhanced by the use of a digital camera to record attainment. All pupils, including those with special educational needs, now make good progress in lessons and as a result standards are rising quickly and some higher attaining pupils attain standards above those expected nationally. A significant percentage of pupils are able to practise their computer skills at home. To help those pupils who do not have facilities, the school makes provision available at lunchtimes. The touch-typing club run by a teaching assistant and the ICT club are well attended and pupils are keen to practise and extend their skills.

124. The leadership and management of a recently appointed co-ordinator are sound. The co-ordinator monitors planning and assessments, collects samples of work and is building a clear picture of what is needed to help raise standards further.

MUSIC

125. Standards throughout the school have remained satisfactory since the last inspection. Singing has a high profile and a small number of pupils benefit from the many extra-curricular musical activities provided, including the weekly *Musical Gatherings*. There are also good opportunities for pupils to learn musical instruments such as brass, woodwind and string, where there is very good tuition by visiting music specialists. Choirs and ensembles perform regularly in school and the community, earning a deservedly high reputation for the quality of these activities. The recently appointed co-ordinator has begun to revise all schemes of work, based on nationally produced units that cover learning fully. These developments are beginning to enhance the learning rate for older pupils, as they recall earlier experiences and build up skills.
126. Most pupils, including those with special needs, make satisfactory progress. Those who receive instrumental tuition make good progress, and are able to use their above average knowledge of notation and musical structures to enrich lessons. At present, most music in the school is through singing sessions, which are led by a talented learning support assistant, who is helped by class teachers. In these sessions, pupils are taught how to sing in unison with good expression and an understanding of how to vary pitch and dynamics. Older pupils sing familiar songs in three parts, and clear diction enables listeners to follow the words throughout. Singing at these times is generally of a good standard, but less so during assemblies. Pupils are able to clap simple rhythms on command.
127. Pupils' learning during these sessions is not recorded or monitored, and this limits teachers' opportunities to address specific learning needs in music lessons in classrooms. However, pupils in Year 6 interpret the mood of music such as Holst's *The Planets Suite*, and create a sequence of sounds to represent a journey into space. This builds on learning in Year 2, where pupils suggest appropriate words to create the sounds of a robot after listening attentively to music from Delibes' *Coppelia*. There is an attractive display of instruments in the Year 2 classroom, but pupils have very little time to experiment with them during the school day, and the limited duration of the lessons prevents many pupils from matching their chosen words to the sounds of instruments.
128. Only one lesson was seen during the inspection, but evidence around the school and from talking with pupils indicates that learning is generally sound. Pupils enjoy lessons, and demonstrate real confidence when performing in after-school activities. Many participated in the Christmas pantomime and plan to take part in *Joseph and the Amazing Technicolour Dreamcoat* this summer. Such activities have fostered a very

positive ethos in the school, which parents value and which have contributed well to pupils' personal development.

129. There is a wide range of musical instruments in the school and pupils have opportunities to borrow specific instruments through the specialist music teacher. There is a developing use of ICT in music, for example, computer software, microphones and keyboards.

PHYSICAL EDUCATION

130. Standards overall are average throughout the school. This is in line with the findings of the last inspection. Standards in swimming are above average. The school provides well for pupils to learn to swim, commencing in Year 3. By the time they leave the school most pupils achieve the basic standard set down in the National Curriculum and many swim in excess of this.
131. Teaching of gymnastics is good. The teachers organise lessons well and manage the pupils very effectively so that time is used purposefully. High standards of behaviour and performance are expected. The pupils understand this and work with enthusiasm and a desire to improve. The teachers take an active lead, on occasions performing good demonstrations. A prime example of this was with pupils in Year 4. The teacher led from the front and pupils responded exuberantly as they warmed up to the teachers' enthusiasm and range of exercises and small team games. Pupils clearly understand the need to warm up and cool down and respond well to the theme that exercise and healthy eating is essential for their own well being. Very good subject knowledge was most apparent when the teacher in a Year 5 lesson talked about how pupils could achieve better movement. Consequently, the pupils worked exceedingly hard, showing above average ability. When performing balances they had good control and showed imaginative shapes, later combining them into well-planned and executed sequences. Less confident pupils were drawn into the lesson as the teacher made an opportunity for others to praise their work. In all gymnastics lessons seen, the pupils observed others perform. They were able to describe ways of improving each other's performance and used each idea as an extension to their own work. A gymnastics lesson using large apparatus with pupils in Year 2 was planned well so that they tried very hard and enjoyed their work. The pupils concentrated hard to assemble the apparatus safely. They were very aware of the need for control and balance when moving across the apparatus; they achieved good results and showed imagination in their range of movements.
132. The pupils in Years 5 and 6 benefit from the specialised coaching provided by Leeds United Football Club. The development of their ball skills, the good pace and constantly involving all pupils in various small-group games enables all pupils to make good progress throughout lessons. Standards of performance are at least good and often better. Progress in pupils' attitudes is good and the programme makes a good contribution to their personal development. There are many opportunities for extra-curricular sporting activities, for example, weekly football and netball clubs, athletics, cricket, baseball, basketball and rugby for both boys and girls. The residential visit made by older juniors provides a good opportunity for sports and other outdoor activities. These, together with a range of tournaments and matches in various sports, provide well for pupils' personal and social development.
133. Leadership of the subject has recently changed but the new co-ordinator is developing the subject effectively, building on previous good practice and supporting very well the range of activities pupils are interested in. The recent audit of pupils' interests,

together with using digital photography to assess pupils' abilities in gymnastics and dance, is making a significant contribution to teaching. Resources are satisfactory overall but some of the large equipment in the infant hall is unsuitable for younger pupils.

RELIGIOUS EDUCATION

134. Standards by the end of Year 6 match those expected in the locally Agreed Syllabus and are similar to those found at the time of the last inspection. The quality of pupils' written work is variable. In Year 2, pupils record a limited range of their experiences; by Year 6, pupils display maturity and perception in their writing about their own belief and those of famous international figures. They record their ideas in variety of interesting styles. The scrutiny of pupils' work, displays and discussions with pupils indicate their knowledge and understanding of the subject are satisfactory.
135. Pupils in Year 2 know various stories from the New Testament. They recognise that different faiths have their own traditions such as naming ceremonies, different ways of observing their Sabbath day and of the way different faiths worship. By Year 6, pupils recognise other beliefs and some of the traditions from other faiths. They recognise the links particularly between Judaism and Christianity. They have a clear understanding about Christianity and recognise the difference between a parable as a story and a miracle as something that happened. They display a satisfactory knowledge of, but limited understanding about other faiths, particularly Judaism. Pupils' knowledge about Islam is barely satisfactory and their understanding of learning from other religions is less secure.
136. Where lessons are clearly focused and interesting dimensions are added to the pupils' experience, the pupils contribute and show a mature understanding of the subject. Pupils in Year 6 considered a range of interview questions to a visiting Rabbi. These were perceptive and provided a good basis for discussion in a subsequent lesson. The series of lessons is very well-planned and the teacher uses a range of good strategies in order that pupils make considered comparisons between Judaism and Christianity. The pupils use other sources of information, for example, from the Internet where they are confident and sift the sources to find relevant information. They are confident in using texts and diagrams to illustrate their point and so ensure that the outcomes, which are often based on their current focus in English lessons, extend their understanding of faiths. The use of ICT is not sufficient in all year groups, however, to extend the skills of researching information about all religions.
137. Pupils contribute well to discussions in lessons. In a lesson involving pupils in Years 3 and 4, their contribution to the difficult questions from the teacher about the Jewish Passover meal indicates a mature and knowledgeable understanding of some of the Jewish traditions. They recognise the significance of the story and discuss the links with Christianity and the Old Testament. The emphasis on giving information and developing pupils' understanding through clear questioning is good. In good lessons, the teacher provides a range of artefacts to demonstrate the symbolism of each article. Practical activities allow pupils to develop their knowledge. The quality of the limited amount of written work does not reflect the standards that pupils exhibit in their discussions. This is a similar picture to the time of the last inspection. The lack of marking to improve the quality and presentation does not help pupils to improve their work.
138. The co-ordinator has a number of other responsibilities but retains a keen commitment to the subject. The review of the syllabus has been implemented and the school is

awaiting the publication of the reviewed agreed syllabus, which will contribute towards planning future developments in the subject. Resources are unsatisfactory and the school relies on using borrowed resources. These do not fully extend the cultural heritage and traditions of other faiths. The infrequent opportunities to visit different places of worship, other than the local church, do not broaden pupils' awareness of the diversity and richness of cultural traditions.