

INSPECTION REPORT

MOOR ALLERTON HALL PRIMARY SCHOOL

Leeds

LEA area: Leeds

Unique reference number: 107915

Headteacher: Ms V Glass

Reporting inspector: Mr R Robinson
21024

Dates of inspection: 3 – 6 June 2003

Inspection number: 246733

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant & Junior
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Lidgett Lane Leeds
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Saunders
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

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21024	Mr R Robinson Registered inspector	Mathematics Information and communication technology Provision for children in the foundation stage.	What sort of school is it? The school's results and achievements What should the school do to improve further?
9327	Mr S Vincent Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? How well is the school led and managed?
19916	Mrs D Kerr Team inspector	Art History Religious education	How well are the pupils taught?
18344	Mr D Earley Team inspector	Science Design and technology Educational inclusion	How good are the curricular and other opportunities offered to pupils?
20368	Ms S Mackintosh Team inspector	English English as an additional language	
14851	Mr G Laws Team inspector	Geography Physical education Special educational needs	Pupils' attitudes, values and personal development
32139	Mrs A Firby Team inspector	Music	

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REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

6

Information about the school
How good the school is
What the school does well
What could be improved
How the school has improved since its last inspection
Standards
Pupils' attitudes and values
Teaching and learning
Other aspects of the school
How well the school is led and managed
Parents' and carers' views of the school

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

10

The school's results and pupils' achievements
Pupils' attitudes, values and personal development

HOW WELL ARE PUPILS TAUGHT?

12

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

13

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

15

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS

16

HOW WELL IS THE SCHOOL LED AND MANAGED?

17

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

19

PART C: SCHOOL DATA AND INDICATORS

20

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

This large-sized primary school for boys and girls aged 3-11 years is situated in a northern suburb of Leeds. Pupils come from a wide area which includes privately-owned, council built and housing association accommodation. The school has 384 full-time pupils, 209 boys and 175 girls. A high proportion of pupils (40 per cent) are learning English as an additional language and 21 pupils are at an early stage of learning English. A broad spectrum of different ethnic groups is represented, with a high proportion of white, Asian, and Caribbean ethnic origins. Fifty-seven pupils (14 per cent) are on the register of special educational needs which is below average, and seven pupils have a statement of special educational needs. Most of the pupils receiving additional help have moderate, speech, emotional or behavioural difficulties, though a minority has specific learning difficulties, hearing difficulties or physical impairment and autism. Children's attainment on entry to the nursery is below average. A high proportion of children leave the school at the end of nursery, and a similar proportion joins the school at the beginning of the reception year. Overall, attainment on entry to the reception classes is below average. The percentage of pupils known to be eligible for free school meals is about 17 per cent, which is below the national average. There has been a significant movement of pupils to and from the school over the past few years at other than the usual times of starting and leaving school.

HOW GOOD THE SCHOOL IS

Moor Allerton Hall Primary School is a good school with many strengths. Pupils achieve well and exceed the national expectations in art and design and in music. Pupils, by the end of Year 6, are on course to reach the national average in mathematics and science, but are below average in English. The quality of teaching is good, overall. Pupils' attitudes to work and their behaviour and relationships with one another are of a high standard. The leadership and management of the school are effective. The school gives good value for money.

What the school does well

- Standards in art and design and in music are above national expectations.
- The teaching is good and pupils achieve well, including pupils learning English as an additional language and those pupils with special educational needs.
- Pupils' behaviour and personal development and their attitudes to work are very good.
- The spiritual, moral and social development of pupils is very good and the cultural development of pupils is excellent.
- The pastoral care of pupils is very good.
- The governors, headteacher and other senior teachers lead and manage the school well.

What could be improved

- Standards in English are below the national average.
- Levels of attendance are below average.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in January 1998. Standards of pupils' performance have kept in line with the national trend by the end of Year 6. Pupils' attitudes to work have improved and are now very good. Pupils' behaviour remains at a high standard. The leadership and management of the school remain good. The following items represent responses to the areas of development identified at the last inspection:

- detailed guidance is now available to help teachers to plan lessons in all subjects;

- the school has developed satisfactory systems to enable curriculum co-ordinators to monitor teaching and learning;
- the checking and recording of pupils' progress is now good.

STANDARDS

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

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

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

Standards have varied over time because of differences in groups of pupils and significant movement of pupils to and from the school. Standards of the present groups of pupils in Year 6 are average in mathematics and science but below average in English. No significant variations between the attainment of boys and girls are apparent. In art and design and in music, standards are above national expectations. In all other subjects, standards are average.

Standards, by the end of Year 2, are in line with the national average in mathematics and science but below average in reading and writing. In art and design, standards are above average. No judgement was made on standards in music because too few lessons were seen. Standards in all other subjects, by the end of Year 2, are in line with national expectations. Children in the nursery and reception classes make good progress and are on course to achieve the national expectations in all the areas of learning by the end of the reception year.

Pupils achieve well, including pupils with special educational needs and those learning English as an additional language. The school has not identified gifted and talented pupils, so no judgement on the progress of this group of pupils is possible. The school's aspirational targets for the proportion of pupils likely to reach the level expected nationally and above in English and mathematics by the end of Year 6 are unlikely to be achieved.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic in lessons and enjoy being in school.
Behaviour, in and out of classrooms	Very good. Pupils almost always behave impeccably in lessons. Behaviour in the playground is friendly and good-natured.
Personal development and relationships	Very good. Pupils are sensible and responsible members of the school community. Relationships are of a high standard and based on mutual respect.
Attendance	Unsatisfactory. Attendance rates are below the national average, due mainly to a minority of families who take holidays during term time. Almost all pupils are punctual.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	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 overall. In the nursery and reception classes, and in Years 3 to 6, the majority of lessons are good or better and pupils make good progress in their learning. There is a higher proportion of satisfactory teaching than good in Year 2 and pupils' achievement is satisfactory as a result.

Overall, the quality of teaching of literacy and numeracy is good. In art and design and in science in Years 1 to 6, and English and mathematics in Years 3 to 6, teaching is good. In music in Years 3 to 6, teaching is very good. In English and mathematics in Years 1 and 2, and in history, geography, information and communication technology and physical education and religious education in Years 1 to 6, teaching is satisfactory. In design and technology, and in music in Years 1 and 2, there was not enough evidence to make judgements on the quality of teaching.

Teachers work hard to meet the needs of all pupils. They know which pupils require extra support and do their best to ensure they are fully included in lessons. Often, classroom assistants are on hand to provide good quality individual help and guidance to pupils with special educational needs who consequently learn well and make good progress. Teachers are good at asking probing questions to encourage pupils to think for themselves. They teach specialist vocabulary well and ensure that pupils who are learning English as an additional language understand what is meant so that they learn well and make good progress. In general, teachers have a good grasp of the subjects they teach and for the most part they plan lessons well to ensure there is a good balance between teacher input and practical activity. Weaknesses in teaching result from inappropriate use of worksheets which often restricts pupils' opportunities to develop their independent writing skills in other subjects. The marking of pupils' work is inconsistent across the school and often does not indicate to pupils how well they are doing and what they must do to improve. Occasionally, more competent pupils are not challenged sufficiently, particularly in English.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The well-planned curriculum effectively meets statutory requirements. It is enriched by a very good range of interesting activities outside lessons. The school makes very good provision to ensure that all pupils take advantage of the educational opportunities available, although in history and geography, the long time lag between some units of study makes it more difficult for pupils to remember previous work.
Provision for pupils with special educational needs	Good. The co-ordinator provides effective leadership and pupils make good progress towards their targets.
Provision for pupils with English as an additional language	Good. The bilingual nursery nurses provide help to groups of pupils with little or no English throughout the school. This complements the good provision in classes very well and so these pupils make good progress.
Provision for pupils' personal development, including spiritual,	Very good. The fostering of pupils' cultural development is excellent and provision is very good for their spiritual, moral and social education. This enhances pupils' personal development and is a

moral, social and cultural development	significant feature in the harmonious relationships and respect for each other which is a strength of the school.
How well the school cares for its pupils	The school takes very good care of its pupils. Behaviour is managed very well. There are good procedures to track pupils' academic and personal progress and pupils receive good support to help them achieve well.

The partnership with parents is good. Parents have positive views of what the school does for their children. Many aspects of the school's work are highly regarded by parents, such as the teaching, the high expectations for behaviour and the way in which the school has successfully created a community of diverse cultural and social backgrounds. There is a very good range of information provided to parents about the school's work and their children's achievements. Parents themselves make a good contribution to the life of the school and support their children well. Nevertheless, a few parents feel that the school does not involve them sufficiently. The school has recognised these views and has already begun a process of consultation to find even more ways in which to improve its partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides clear and effective leadership of the school. She is supported well by an effective management team. The staff and governors are very successful in meeting the school's aims.
How well the governors fulfil their responsibilities	Good. The governing body is well informed, is properly involved in the monitoring of achievement and is committed to setting the direction for the future. Governors carry out their duties well.
The school's evaluation of its performance	Good. Procedures are well established to check pupils' progress and to develop the quality of teaching. Priorities for school improvement are appropriate and effectively carried out. The school is well placed to improve standards.
The strategic use of resources	Good. The school's financial resources are used well and there are clear plans for the school's development. The governors apply the principles of best value soundly.

The school has a sufficient number of teachers and teaching assistants who meet the needs of pupils well. The accommodation is good and learning resources are satisfactory to assist teaching and learning.

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 enjoy school, behave well and make good progress because the teaching is good. Parents find the staff approachable. Children are expected to work hard. The school helps children to become more mature and responsible. 	<ul style="list-style-type: none"> The range of activities outside lessons is insufficient.

The inspectors agree with the positive views of parents. With regard to parents' concern that the range of activities outside of lessons is insufficient, the inspection finds that what is provided for

children is actually very good. As well as a wide range of clubs and activities at lunchtime and after school, there are many visitors into the school and a good range of pupil visits to local places of interest which supports specific aspects of the curriculum.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 Children's attainment on entry to the nursery is below average. The range of children's attainments is wide. However, at the end of the nursery, a high proportion of the pupils leave to attend other local schools that have no nursery provision. About two-thirds of the higher and average attainers leave the school at the end of the nursery and almost all of the lower attaining children remain at the school. In reception, a similar proportion of children join the school from other establishments and the attainment on entry of the new pupils is generally below average. In the nursery and reception classes, the children make good progress irrespective of the time they spend at the school or their level of attainment on admission because the teaching is good and sometimes very good; this is an improvement since the last inspection. Children are in line to meet the nationally expected standards by the end of the reception year. Children learning English as an additional language make similar progress to other children and meet expected standards by the end of the reception year in language, literacy and communication skills because of the effective help they receive from teachers and bilingual classroom assistants; this is an improvement since the last inspection.

2 The achievement of pupils is good, on balance. Pupils build on their prior attainments satisfactorily in Years 1 and 2 and reach overall average standards. Pupils achieve well in Years 3 to 6 because of good teaching and pupils' very positive attitudes to work and high standards of behaviour. Standards of this year's group of pupils at Year 6 are average, overall; this represents good progress since taking the national tests at the end of Year 2 when standards were well below average in mathematics and below average in reading and writing. In addition, a significant number of pupils have joined the school since the end of Year 2 and many of these pupils were lower attainers.

3 Standards by the end of Year 2 this year in reading and writing are below the national average, which is similar to the results of the national tests in 2002. In mathematics and science, standards are now in line with the national average. The difference between the results in literacy compared to those in mathematics and science reflects the attainment on entry of this current group of pupils in Year 2. In addition, a significant proportion of pupils joined the school since the end of the reception year and some of these are at an early stage of learning English as an additional language. The organisation of pupils in Year 2 into groups of similar levels of attainment for mathematics has had a positive effect on the proportion of pupils who are on course to achieve the higher levels of the National Curriculum than in previous years. The teaching of science is good, compared to the satisfactory teaching in English and mathematics, resulting in pupils making good progress.

4 Standards by the end of Year 6 have varied significantly since the last inspection, though the trend of pupils' overall performance in English, mathematics and science has been broadly in line with the national trend. Standards in the national tests just after the last inspection were in line with the national average in English and science and above average in mathematics. Since then, there have been significant movements of pupils to and from the school; for example, about a fifth of pupils in the present Year 6 and a third of pupils in Year 5 joined the school after the end of Year 2. Many of the pupils who have moved into the school are lower attainers, which has depressed the performance of pupils at the end of Year 6. No significant differences in attainment are apparent between the different ethnic groups at the school.

5 Standards of the present group of pupils at the end of Year 6 are below the national average in English which matches the results of the national tests at the end of Year 6 in 2002. Standards have improved since last year in mathematics and science to be in line with the national average. The differences between the performance of pupils in English compared to mathematics and

science can be attributed to pupils' prior attainment as the teaching in Years 3 to 6 is good in all three subjects. However, pupils have too few opportunities to write independently in other subjects to develop their literacy skills further. In science, some pupils find difficulty answering written questions correctly because of limitations in their language abilities even though they have appropriate scientific understanding. In mathematics, the placing of pupils' into three teaching groups according to their level of attainment benefits pupils' learning.

6 The performance of boys and girls has varied during the past three years. Boys, on average, achieved better than girls in English, mathematics and science; however, this was identified by the senior management and effective action was taken so that in the national tests at the end of Year 6 in 2002, girls' attainment was closer to that of boys. In mathematics, girls' attainment in 2002 exceeded that of boys for the first time in several years. No significant differences between the performance of boys and girls were apparent during the inspection.

7 Boys and girls from all different ethnic groups make good progress. Their attainment differs at the end of Year 2 and Year 6 because of their different levels of attainment on entry to the school. Pupils learning English as an additional language also make good progress. There is no significant variation in the standards reached in national tests at the end of Year 6 between pupils who have been at the school since Year 2 who have English as an additional language and other groups of pupils in the school. Standards in art and design and music are above national expectations by the end of Year 6. This is because of the quality of teaching and the emphasis the leadership and management place on maintaining high standards in these subjects.

8 Pupils with special educational needs make good progress. By the end of Year 2, they are developing skills in reading and writing that enable them to communicate effectively. Throughout Years 3 to 6, their vocabulary increases and this helps them to express themselves. They benefit from the careful plans prepared for them and the extra support they receive. They make good progress towards their targets. Many still experience problems with handwriting and spelling and a small number struggle with basic arithmetical skills. Nevertheless, most leave the school with standards that enable them to tackle work with confidence in the secondary phase of education.

Pupils' attitudes, values and personal development

9 Pupils appreciate the values promoted by the school and display very positive attitudes in most subjects and activities. The school has a warm and welcoming family atmosphere. Staff and pupils are valued and their contributions appreciated. Consideration and tolerance for each other permeate the life of the school. Pupils take an active part in classroom discussions and almost always demonstrate a mature awareness of the need to consider others. Occasionally, a small minority of pupils become restless. However, this never impedes the flow of the lesson since the majority does not want its learning to be disrupted.

10 Children in the nursery and reception classes enjoy learning and work well together whether with staff or working independently. They behave well and relate very well to their teachers and other children. Throughout the school, most pupils are motivated to learn and are confident in their dealings with other pupils and teachers. They willingly share ideas with a partner and in whole class discussions. There is a clear desire to learn new skills and this is particularly evident in art and design, music and physical education lessons, where pupils approach the activities with gusto.

11 Standards of behaviour in the playground and in lessons are very good. Older pupils look after younger ones during playtime and help them to feel part of a community. This reflects the strong relationships that exist throughout school in all situations. Pupils show respect to all the adults at the school and appreciate that all are concerned to help them create a firm foundation for success in their studies and in their personal development. The good standard of teaching contributes significantly to these positive attitudes. Rewards are fully understood and appreciated and sanctions accepted because members of staff apply them consistently. Until the last

academic year, when there were five exclusions of pupils with emotional and behavioural difficulties, there had been no exclusions for many years. There have been no exclusions in the present academic year.

12 Relationships are very good. This is an inclusive and caring school where pupils with disabilities are fully integrated into all aspects of school life. Pupils are polite. They are courteous to visitors, saying 'please' and 'thank you' as a matter of course. There is no evidence of bullying. Pupils from the many different ethnic groups at the school play and work harmoniously together. This is a particularly strong feature of the school which parents appreciate. There are no racial tensions between pupils because of the excellent provision the school makes for pupils' cultural development. Friendships abound and cross ethnic boundaries. When working with a partner and in group work, collaboration is often good; for instance, in a good Year 5 mathematics lesson, pupils helped one another to understand fractions. Younger pupils soon learn to take turns and to care for their environment.

13 Pupils with special educational needs have positive attitudes towards their work. They play a full part in classroom discussions and often work independently. They are prepared to ask questions if they are unsure. The team of classroom assistants provides very good support for these pupils.

14 Attendance has improved over the last year to closer to the national average, but is still unsatisfactory and below the national average. The school has made strenuous efforts to reduce the incidence of holidays arranged during term time.

HOW WELL ARE PUPILS TAUGHT?

15 The quality of teaching has been maintained since the previous inspection and is good overall, with teaching in one lesson in four being very good and a very small proportion of teaching that is unsatisfactory. In English and mathematics, teachers have worked hard to become familiar with the national guidelines for teaching literacy and numeracy and these basic skills are taught well as a result. A particular strength in both subjects is the emphasis placed on oral work. In English and in other subjects, such as religious education, much time is given to discussion. Teachers are very good at asking questions that make pupils think; as a result pupils are articulate, and are confident to speak out in class. This is evident in mathematics in the oral starter sessions in which pupils' mental arithmetic skills are developed well as a result of quick-fire question and answer sessions.

16 A significant strength of the teaching is the way in which teachers manage pupils' behaviour to ensure that lessons proceed in a calm and orderly way. This is particularly the case in Years 3 to 6 where some pupils with the potential to distract others are managed firmly and sensitively. Teachers conduct lessons at a brisk pace and levels of learning are good as a result. The quality of relationships is very good and this helps pupils enjoy their work and try their best. In the very good teaching, these strengths come together very well so that there is a sense of excitement in learning and very high levels of enthusiasm for the tasks set. In a very good science lesson in Year 6, the teacher's good understanding of the subject of light and shadow, the well-planned practical experimentation and very good relationships within the class enthused pupils. Pupils worked hard in groups to carry out their experiments, and high levels of learning were evident. In a very effective religious education lesson in Year 1, pupils were similarly motivated.

17 When teaching is no better than satisfactory, it is usually because teachers' expectations of what higher attaining pupils can achieve are not high enough. Not enough teachers regularly plan harder work for their higher attaining pupils, and, as a result, these pupils can coast through a lesson without having to try too hard. This is particularly the case in some English lessons and in lessons in subjects like history and geography. In English, there are weaknesses in the teaching of writing. Not enough time is given to writing at length and teachers do not use enough opportunities

for writing in subjects like history and religious education. In these subjects, there is very little recorded work, so it is difficult for teachers to assess what pupils have learnt. In general, the quality of teachers' marking is inconsistent from class to class and few teachers give pupils clear guidance as to how they should present their work or how they could improve it.

18 Science, art and design and music are notable for the consistently good quality of the teaching throughout the school. Teachers have expertise in these subjects and provide relevant practical activities that engage pupils' interest. Music is taught by specialist teachers whose skill and expertise in the subject motivate pupils to learn, resulting in work of a high standard. Art and design has been well managed and taught for some years and the school is justifiably proud of its reputation for good quality art work. In art and design, and in subjects such as geography and history, teachers make very good use of visits to places of interest to bring the subject alive and these experiences help pupils remember what they have learnt and make their learning relevant to the real world.

19 Class teachers and the co-ordinator for special educational needs jointly prepare plans to support pupils with learning difficulties. These plans ensure that the work presented to these pupils is matched to their capabilities. Teaching assistants provide enlightened and valuable help to these pupils knowing what teachers are planning to do and ensuring that there are regular opportunities for pupils to complete tasks successfully.

20 The Ethnic Minority Achievement bilingual staff work mainly with groups of identified pupils in the early stages of learning English, to help them understand the lesson and participate and learn. They use pupils' first language and English to do this; for example, in Year 3, the bilingual teaching assistant worked with a targeted group. She explained the meaning of the words the pupils needed to understand and the purpose of the activity and the pupils managed it well. They felt they had achieved well and were pleased they did similar work to others in the class. Through good collaboration with the class teachers, the planned work is tailored very closely to the needs of the pupils; this is informed by the bilingual staff's constant monitoring and feedback to teachers of pupils' progress. As a result of this good provision, pupils make at least good progress from where they start when they join the school.

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

21 The school provides a good range of well-planned learning opportunities which meets the needs and aptitudes of all children, including those with learning difficulties and those for whom English is an additional language. This is an improvement on the findings of the previous inspection because the school now provides detailed guidance for teachers to help them plan lessons for all subjects. The guidance ensures that all aspects of the National Curriculum and religious education are taught so that teachers are helped in their planning to make sure that new work is securely based on what has gone before; however, because there is a long time lag between some units of study in history and geography, pupils find it more difficult to remember previous work.

22 The curriculum for children in the nursery and reception classes is well planned. The school bases its work carefully on the nationally recommended areas of learning and the expected standards for children up to the time when they leave reception.

23 The school ensures that all pupils, including those for whom English is an additional language and those with learning difficulties, have very good equal access to all areas of the curriculum and equal opportunity to succeed. The school makes good use of the literacy and numeracy strategies in order to help to raise standards. It also provides sound opportunities, overall, for pupils to use their English, mathematics and information communication technology skills in other subjects of the curriculum.

24 The provision for pupils with learning difficulties is good. The targets for pupils with special educational needs are mainly addressed within class groups, although some pupils are withdrawn for effective support during English lessons. Teachers make sure that these pupils do not miss out on essential topics when they are taken out of lessons for additional help.

25 The school makes good provision for personal, social and health education and citizenship. In such subjects as science and physical education, pupils are made aware of the importance of healthy life styles. This learning is enhanced by their involvement in the healthy schools project. Teachers ensure that pupils have opportunities in class to develop their understanding and experience of co-operation, relationships and self-esteem and are helped to express openly their feelings and emotions through whole class discussions. Pupils have many opportunities to help with the smooth running of the school.

26 In order to support and enrich its work in the curriculum, the school provides a very good range of extra curricular activities and an interesting range of visits outside the school. Visitors are also welcomed to the school. Extra curricular provision includes such activities as cricket, football, rugby, science and computer clubs, recorders, maypole dancing, orchestra and skipping. Opportunities are provided for pupils to make residential visits to Coniston, where they participate in adventurous activities and learn to live together in a community. The school makes good use of the local area and community to enhance children's learning. Local churches, mosques and temples are visited as part of work in religious education.

27 The school has good links with partner institutions. Children from local pre-school settings are well integrated into the school because members of staff ensure that they and their parents have opportunities for visiting and finding out about the school before children enter. The school liaises closely with training agencies, such as local colleges involved in training nursery nurses and a local university for the training of teachers.

28 Overall provision for spiritual, moral, social and cultural development is very good. Provision for cultural development is excellent. The very good provision for spiritual education is an improvement on the findings of the previous inspection. The school is very successful in providing pupils with knowledge and insights into values and beliefs and in helping them to value and respect the wide range of belief groups within the school community. A rich source of spiritual development is the use the school makes of assemblies and worship. This is enhanced by the sensitive way feelings and personal issues are considered when the whole class meets together for discussion and by the way children are given opportunities to reflect. The school works hard to plan an interesting and exciting curriculum, and, as a result, pupils have many opportunities to experience awe and wonder. Pupils in Year 4, for example, were enthralled when they observed how the seeds they had planted had grown into plants. The school makes good use of subjects such as literature, art, music and science to promote spirituality. The school is very sensitive in dealing with children's personal issues when they arise.

29 The school has improved its provision for moral development since the previous inspection. This is now very good. It has a very clear policy on behaviour to which pupils generally respond very positively. Pupils help to formulate their own class rules and adults provide very good role models in the way they show respect for honesty, fairness and truth. Pupils have a very clear understanding of the difference between right and wrong. In assemblies, teachers use texts from different religions to enhance pupils' moral development. Each child and adult is very highly valued and members of staff take time to follow up and resolve any issues or incidents.

30 Provision for social development is very good. This is an improvement on the findings of the previous inspection. There is a very strong sense of community within the school. As part of their personal development, pupils contribute to the smooth running of the school. In assemblies where children show their work, they are very quick to respond to and celebrate the achievements of others. Relationships between pupils and staff and between pupils are very good. During lessons, pupils collaborate well in the completion of tasks and are generally eager to be involved in discussions because they know that their efforts will be valued and respected. Pupils are taught

the importance of sharing and taking turns. They are encouraged to be polite and courteous. They are welcoming and helpful to visitors, unbidden by staff. Pupils have opportunities to help to provide for others less fortunate than themselves and contribute to charities.

31 Provision for cultural development is excellent. This is an improvement on the findings of the last inspection. The cultures of all the different ethnic groups represented within the school are highly valued and celebrated. The school is outstandingly successful in teaching pupils to appreciate their own cultural traditions and the diversity and richness of other cultures and to live together as a community. In all the subjects of the curriculum, cultural diversity and richness are celebrated. Pupils learn about commonwealth countries and scientists and historical characters from Africa, Asia and the Caribbean. They listen to traditional music from visiting musicians and learn about different aspects of dance from dance companies who perform in school. In subjects such as history, and geography, art, music and physical education, pupils have very well planned opportunities to learn about their own and other cultures. As part of their work in religious education, pupils visit such places as mosques, churches and temples. In subjects such as art and design, pupils produce examples of work from a range of cultures. The school uses a very wide selection of texts from other cultures in the teaching of literacy. Subject co-ordinators monitor displays to check that these help to promote the school's commitment to extending pupils' knowledge, understanding and appreciation of cultural diversity. Pupils take part in festivals such as Christmas and Harvest Festival, Eid, Divali and Holi. The school makes excellent use of opportunities to celebrate the richness and diversity of the cultures and traditions of pupils and families within the school and the wider community; for example, the education welfare officer used assembly time to describe his pilgrimage to Mecca. Parents and children took part in a Bhangra disco to celebrate a Sikh anniversary. In assembly, pupils listened to popular Jewish music. The school song has within it a verse in the language represented by each group of the school community. The school's approach to cultural development is epitomised by the pupils' orchestra, where a wide range of musical instruments from different cultures is played together skilfully and harmoniously.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32 The school provides very high levels of care and supports its pupils very well.

33 Staff meetings are used to maintain awareness of child protection issues. There are well-established links with the school doctor and nurse, who give their continuing support. The learning mentor is available to help children with all aspects of their time in school, and is a helpful link with home. The policy for health and safety is comprehensive and the procedures are carried out well. Individual responsibilities within the school are properly defined and all the routines of classroom safety, fire drills, first aid, medicines and general welfare are very well organised. The school is a safe and secure place where relationships at all levels are very good.

34 The systems for the monitoring and management of behaviour are very effective. There are clear school rules and each class also agrees its own standards of conduct. Teachers manage their classes very well and pupils enjoy the rewards that are given in the 'Well Done' assembly each week. On occasions, when a pupil's behaviour is not acceptable, parents are contacted and involved in working together towards an improvement. Occasionally, an individual behaviour improvement plan will be agreed. Assemblies are used to reiterate the expected standards of behaviour, care and consideration and respect to be given to others. The children come from a diverse cultural and social background, and this is celebrated and enjoyed. Parents express high levels of satisfaction with behaviour in the school. Those parents attending the pre-inspection meeting confirmed unanimously that their children enjoyed coming to school.

35 The procedures for recording and promoting attendance are thorough. Registers are properly completed, absence is accurately analysed and the learning mentor works closely with the educational welfare officer to improve attendance. A very great deal of effort has gone into this and generally, parents are very co-operative. During the normal course of events, attendance is regular;

however, some parents take holidays during term-time. The school works very hard to minimise the disruption that this can cause to otherwise steady progress with learning.

36 The procedures for monitoring personal development are good and teachers demonstrate good knowledge of each child as an individual. All children have records which give a very clear picture of their development since coming to the school. Teachers are able to discuss matters in detail with parents and they write helpfully in the pupil's annual report. Pupils with some element of special educational need have their progress and achievements monitored and outside agencies are used well to support them, wherever this is needed.

37 The procedures for monitoring pupils' progress are good overall and used well to assist teachers to plan future learning for individuals and groups of pupils, including gender groups and different ethnic groups. The checking of pupils' progress over time against levels of the National Curriculum supports the setting of targets for improvement for individual pupils. The checking of pupils' progress is good in English, mathematics, science and information and communication technology. At present, the leadership and management monitor pupils' progress using a 'paper and pencil' system though they have begun to input data into a computer program to improve the efficiency of the maintenance of the information.

38 The identification of pupils with special educational needs is thorough. The individual plans drawn up for pupils on the register are detailed and informative. Precise targets are set and monitored regularly. The assessment strategies used by all teachers ensure that areas for further improvement are quickly identified.

39 The Ethnic Minority Achievement bilingual staff monitor targeted pupils' progress closely. Along with the class teacher, each half term they assess and record how well targeted pupils are learning and what steps they have achieved in learning English. As their level of spoken English improves, pupils' learning needs may be met elsewhere, such as by involvement in one of the national catch-up strategies for literacy, or by inclusion in a group education plan. In this way pupils' progress in achieving specific tasks or skills is regularly monitored and assessed. Because of this close monitoring and collaboration between staff, the school responds very effectively in meeting the needs of pupils acquiring English.

40 All of these monitoring procedures ensure that pupils receive good support academically and for their personal development. Pupils can be placed in groups within their class and year groups, so that work can be readily designed to suit the differing rates at which they learn. The school works hard to help children achieve their best.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41 Most parents have very positive views about what the school does for their children and the quality of education it provides. The questionnaires show very high levels of satisfaction in almost all respects. Parents are happy with behaviour, teaching, progress, the expectations and values taught and information provided. They say their children enjoy school and they praise the multi-cultural values in the work of the school. However, it is apparent from comments made at the pre-inspection meeting that a few parents still feel that the school does not involve them sufficiently. As a result, the school has organised a series of meetings with parents to discuss how links between home and school could be improved. Numerous ideas have resulted and the school is working to implement these wherever possible.

42 Parents are given a very good range of information about the school as a community and about their children's progress. Day to day matters are dealt with by individual letters from class teachers, and half termly letters deal with information about the topics and themes to be studied. Copies of timetables are now sent home. Translations into the family language can be made for all information, where necessary. There are occasional meetings and workshops about the

curriculum and other aspects of learning. The pupils' annual reports are written well and give a clear picture of achievement in all subjects as well as an overall summary of personal development and targets for improvement. There are consultation meetings with parents each term at which progress can be discussed in detail. Those parents of children with special educational needs are kept fully informed about progress and involved in discussing targets at review meetings.

43 Parents are involved well in their children's learning in the nursery. Families are visited at home before their children begin school. As their children join the nursery and full-time classes, there are introductory meetings with parents at which they receive a prospectus, various policy documents and the home-school agreement. Parents invariably sign and return this to the school. All parents have a meeting with the learning mentor during the first term in school to assess how well the child is settling into school routines.

44 These initial links between the school and home ensure that parents thereafter make a good contribution to the life of the school and what it achieves. They give good support to productions, concerts and other events. There is a parents and teachers association, run by a small group of parents and staff, who plan a programme of social events and fund-raising throughout the school year. Events are enjoyed and supported well. These efforts benefit their children directly, both socially and by the additional resources which come into the school: for example, books and information and communication technology equipment. A few parents provide valued help in class, particularly in the nursery and with the younger children, and others help with school visits.

45 Parents make a positive contribution to their children's success. Almost all parents are keen to attend and discuss progress at consultation evenings. Homework is generally well supported by most parents. Many parents complete the school's own questionnaires sent out; most parents make comments back to the school after receiving their child's annual report; most send some feedback to the school at the end of specific topics and projects.

46 The Ethnic Minority Achievement bilingual nursery nurses fulfil a role beyond the classroom in helping to make Asian heritage parents feel welcome in the school and involved. They work alongside the teachers and explain and translate on parents' evenings and other events held to involve and inform parents about their children's education. With teachers they meet parents to talk about the progress of the targeted pupils. They keep in regular contact with these parents, either in the playground or by telephone. This ensures a good level of communication between home and school for the targeted pupils and others. They also explain the benefits of home reading to parents and encourage older siblings to be involved.

47 Parents of pupils with special educational needs are fully involved in all aspects of provision and many contribute to the individual plans prepared for their child. They rarely fail to attend the termly and annual reviews that are held for these pupils. A significant number of parents provide telling background detail to support the work of the school. In these cases, progress is almost always more rapid. The learning mentor provides an effective point of contact for parents, and contributes effectively to the regular reviews of progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48 The school benefits from the strong leadership provided by the headteacher working in an effective partnership with the deputy headteacher and other members of the senior management team. Together, they have a shared understanding of the school's future plans and direction, with a good capacity to carry them out. Overall, the school has positive leadership and is, very successfully, meeting its key aims and objectives in its everyday work. Good progress has been made to deal with the key issues of the last inspection. Standards are being maintained; the school is, very successfully, creating a multi-cultural community which is enjoyed by the pupils and approved of by parents; there is a rich curriculum which is open to all pupils.

49 Teachers with responsibility for subject co-ordination have also made satisfactory progress. Their roles are clearly defined and, in response to the last inspection, they have taken on more responsibility for monitoring the lesson plans, standards and teaching of their subjects. So far, the monitoring of teaching has been done effectively in English and mathematics and this now takes place regularly; however, the checking of pupils' work is limited and inconsistencies in the marking of pupils' work have not been picked up in subjects other than in English. The subject co-ordinators have not identified during examination of teachers' lesson plans the overall lack of challenge for higher attainers. All other subjects have been monitored at least once and the development of an appropriate regime of lesson observations across the whole curriculum remains an area for further development. This will ensure planning and expertise is shared and will bring greater consistency to the teaching of subjects, particularly within a year group. At this inspection, the proportion of lessons judged to be very good has increased. This sustained quality of teaching and learning is a further factor in the quality of education provided by the school.

50 The leadership and management of special educational needs are very good. The co-ordinator for special educational needs provides enlightened and systematic approaches to leadership. The views of class teachers, parents, pupils and support staff are woven judiciously into the individual plans prepared for these pupils. She maintains a caring yet structured overview of provision. Monitoring of progress is rigorous. This is allied to a critical self-review programme to ensure that high standards and expectations are consistently applied. Resources for these pupils are clearly identified and targeted, and the budget is linked appropriately to specified needs. The flexible use of support staff is a deliberate policy that is proving successful since the outcomes are continuously evaluated.

51 The governing body meets its statutory duties well through an effective committee structure and the appointment of individual governors to oversee key aspects of the school, such as literacy, numeracy and special educational needs. Some governors visit the school regularly and all are well informed by detailed reports from the headteacher which give relevant information and also evaluate the progress made in achieving the school's targets. This, together with presentations by some subject co-ordinators, helps the governing body to monitor effectively how successful the school is in achieving its objectives. As a result, the governing body has a good understanding of what the school does well and what it needs to improve. The governing body makes an effective contribution to the leadership of the school and this is reflected in the targets for school improvement.

52 The school improvement plan provides good detail for developments each year and provides a secure base for strategic planning. Priorities are set out so that it is clear who is responsible for leading each development. The success of the plan is monitored by the staff and through the governing body. Financial planning supports these priorities well and expenditure is monitored regularly. Specific grants and funds, for example for special educational needs, ethnic minority support, 'Excellence in Cities', and others, are used well for the purposes for which they are provided; the high quality and diversity of the overall curriculum, the equality of access and the support provided to all children, are results. The school is organised well and functions smoothly. The headteacher and administration staff deal with the day-to-day finances well.

53 The school has a good team of experienced and qualified teachers to deliver all aspects of the national curriculum and religious education. They are helped by teaching assistants and nursery nurses who make a significant contribution to the good standards of teaching within the school. Staff development, appraisal and induction of new staff are well organised and carried out. Procedures for performance management are all fully implemented. The accommodation is good and is enhanced by the high standard of displays of pupils' work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54 The headteacher, staff and governors should take the following action:

- Raise standards in English by:
 - providing more opportunities for pupils to write and to record independently in English and other subjects;
 - creating more challenging activities for more competent pupils, including gifted and talented pupils.
(Paragraphs 3, 5, 17, 49, 68-69, 75, 84, 88, 99-100, 108, 128)
- Seek further ways to improve attendance.
(Paragraphs 14, 35)

The following less important area for development should be included in the action plan:

- Improvement of the consistency of the marking of pupils' work.
(Paragraphs 17, 49, 86, 88, 108, 128)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	49

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	17	29	21	1	0	0
Percentage	0	25	43	31	1	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)	40	384
Number of full-time pupils known to be eligible for free school meals	0	67

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	6
Number of pupils on the school's special educational needs register	4	53

English as an additional language

	No of pupils
Number of pupils with English as an additional language	151

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	42
Pupils who left the school other than at the usual time of leaving	40

Attendance

Authorised absence

	%
School data	6.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	25	20	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	17	20
	Girls	19	19	19
	Total	39	36	39
Percentage of pupils at NC level 2 or above	School	87 (80)	80 (82)	87 (78)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	20	20
	Girls	19	19	19
	Total	38	39	39
Percentage of pupils at NC level 2 or above	School	84 (82)	87 (84)	87 (76)
	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	23	24	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	19
	Girls	18	14	19
	Total	34	29	38
Percentage of pupils at NC level 4 or above	School	72 (81)	62 (68)	81 (89)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	18
	Girls	15	16	17
	Total	32	33	35
Percentage of pupils at NC level 4 or above	School	68 (70)	70 (74)	74 (63)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
98	5	0
3	0	0
3	0	0
11	0	0
3	0	0
11	0	0
6	0	0
52	0	0
68	0	0
1	0	0
22	0	0
36	0	0
8	0	0
7	0	0
4	0	0
5	0	0
5	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	24
Average class size	27.4

Education support staff: YR – Y6

Total number of education support staff	16
Total aggregate hours worked per week	368.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	40
Total number of education support staff	5
Total aggregate hours worked per week	114.5

Financial information

Financial year	2002-3
	£
Total income	1,047,280
Total expenditure	1,065,630
Expenditure per pupil	2,513
Balance brought forward from previous year	33,710
Balance carried forward to next year	15,360

Number of pupils per FTE adult	6.7
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	7

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	450
Number of questionnaires returned	145
Percentage response rate	32

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	33	3	1	1
My child is making good progress in school.	56	40	3	1	0
Behaviour in the school is good.	43	49	5	1	2
My child gets the right amount of work to do at home.	36	48	10	3	3
The teaching is good.	60	36	1	1	2
I am kept well informed about how my child is getting on.	49	40	7	3	1
I would feel comfortable about approaching the school with questions or a problem.	61	29	7	3	0
The school expects my child to work hard and achieve his or her best.	60	35	1	1	3
The school works closely with parents.	44	38	10	6	2
The school is well led and managed.	46	38	7	3	6
The school is helping my child become mature and responsible.	49	44	3	1	3
The school provides an interesting range of activities outside lessons.	25	28	20	8	19

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

55 The quality of teaching in the nursery and reception classes is good with some very good features. The good provision in reception year is an improvement since the last inspection. The children's attainment on entry to the nursery is below average. The children benefit from a wealth of experiences in all the areas of learning, achieve well, and, as a result, attainment is average in all the areas of learning by the time they enter Year 1. Most children make good progress in acquiring English as an additional language. The leadership and management of the nursery and reception classes are good ensuring good provision for the children to enable them to achieve well.

Personal, social and emotional development

56 Provision and teaching in this area are good, with effective routines established early, resulting in children settling into school quickly. The children make good progress in their personal, social and emotional development in the prevailing calm and happy atmosphere and most are likely to achieve the levels expected at the end of the reception year. The teaching and organisation encourage independence very successfully. The rooms and outdoor areas are very well set out, the nursery is spacious, and children are expected to choose activities they wish to pursue from the wide range offered. Teachers greet all children and parents pleasantly, setting the standard so that all staff help develop very good relationships. Children enter classrooms happily and most are soon confident to approach adults and other children as partners in their work and play. Many seek and offer help and information as equals. Those in nursery who still prefer to play alone or alongside others are able to sustain interest and respond well to adults who help them wait, take turns and share, encouraging increasing awareness of others. The large majority of children are able to sit quietly and participate as members of class groups for increasing periods of time, older children remaining interested and alert. They change easily from free choice to more focused activity as directed.

Communication, language and literacy

57 Overall, children are likely to reach standards expected in this area of learning although expressive language will be below average for some groups of children who are learning English as an additional language. Many children are confident speakers for their age and engage in conversation with others as they play. This is because teachers plan and organise many good opportunities to practise speaking and listening skills and, usually, demonstrate aloud as they work with groups of children. Higher attaining children in the nursery use quite complex sentences to discuss taking turns on the slide in a swimming pool they made with bricks, and to point out the relative size, colour and shape of models. Three younger children practised using key words and phrases to describe what they were doing as they poured and squeezed sponges in soapy water; 'Bubbles', 'Lots of bubbles' 'Look! I have lots of bubbles in here.' There is a good balance in reception between play and a more structured approach with speaking 'partners'; consequently, children are encouraged to speak as a character in role play, but to offer and listen to explanations and opinions in more formal lessons. The usually good emphasis on speaking and listening is helping children make good progress.

58 All children demonstrate early reading and writing skills because of the good teaching in nursery. They become familiar with text and pictures in their daily sessions when they read big books together and the children are encouraged to join in with repeated phrases. The teachers point to enlarged print and help the children understand pictures as clues about characters and

events. They are encouraged to recognise their names, letter sounds and logos as they practise reading, writing and drawing in real life contexts. This was evident when a large group made porridge with the teacher. Text labels made for the bears' bowls were easily recognised and matched without adult help. The teacher showed how to find instructions from the print on the cereal box and the children were encouraged to look at the carrier bag to find out where the oats were bought. Higher attaining reception children are able to write sentences independently, because good literacy teaching gives them the skills and confidence to do so. Their spelling of simple words is often correct and they, confidently, find or attempt harder words which can be read, such as, 'To mist wolf you Are horid from (name)' and 'mi littl haws mad of Brick'. Children of average ability recognise letter sounds and names and can use games to record simple words for pictures like leg, log, mug, bag, lid. Lower attaining children recognise and match alphabet letters and sounds, and are able to make a reasonable copy under the teacher's printing, and write strings of letter shapes to convey meaning. Children of all ages handle books carefully and, regularly, take books home to 'read' a story. The vast majority recognise a small number of words and, soon, use their knowledge of letters to 'hear' sounds in unfamiliar words.

Mathematical development

59 Good foundations for mathematical development are laid in the nursery and continue in more formal activities provided in the reception classes so that, by the end of reception, the majority of children will attain the levels expected for their age. Teaching is good throughout the nursery and reception classes and all adults take every opportunity to encourage awareness of number names and numerals, size, shape, order and values. Stories and rhymes are taught which illustrate mathematical ideas and informal use of mathematical vocabulary is encouraged in all learning areas; for example, bears, bowls and spoons are moved and counted when the whole class sings. When nine bottles of milk are needed, children count five in the fridge and count on with the teacher to find out that four more are needed. Higher attaining children recognise their house numbers and a few can correctly identify randomly arranged numbers such as 34, 56 and 86. By the end of the reception year, more able children can count well, use numbers to order things, such as the days in a month or objects in a line, and are beginning to count on and back using a number line and begin to understand counting in 2s and 10s. The majority of children are learning to solve practical problems involving addition and subtraction before they enter Year 1, whilst a few children say number names beyond 9 confidently, but find difficulty counting as many objects or recognising the numerals.

60 Good quality resources and well-structured lessons support the average and lower attaining children in reception classes, and teaching assistants are used effectively to help small groups with practical tasks linked to mathematics.

Knowledge and understanding of the world

61 Teachers plan suitable activities to develop children's interest and curiosity in the world around them and, because teaching is good, children are likely to attain the standards expected by the end of reception year. They use their senses to experience and describe things and are encouraged to think about why things are as they are and how they might change. The good teaching makes use of incidental observation to develop children's reasoning and prediction skills; for example, older children begin to realise there are 'invisible' things, like germs, which a child said, 'might make you poorly', when discussing the possible effect if a fly crawled over food. The teaching assistant helps small groups to listen and watch near the bird-box in the courtyard and children are fascinated to hear the recently hatched chicks within. They eagerly report the discovery to the rest of the class.

62 Planned activities are usually linked well to the topic. Nursery children observe dry, rolled oats from the packet as an introduction to porridge making. They use their senses to describe them and think about what they are like to eat and how the taste might be improved. The need for safety is stressed as they discuss hot things. They heat milk and oats, using a pan on the electric

cooker, and the link is made between the plug and the socket as the source of electricity. They are encouraged to compare and contrast the ingredients and the porridge and describe how it has changed. Work displayed in the nursery shows how children have made careful observations of eyes, painted detailed pictures and investigated looking through coloured cellophane paper in eye 'masks'. Children were asked to look at bridges and were able to build paper and card structures to make three-dimensional models of arched bridges.

63 In reception classes, children take their investigations into the local environment. Photographs of houses taken on a walk in the local area are studied during the topic of houses and homes, and children recognise them immediately. They are encouraged to think about their own houses and compare and contrast those in the pictures and say what they like or dislike about flats, semi-detached or terraced houses. They make and label model houses which are detailed and well finished, showing thought about the materials used in actual buildings.

Creative development

64 The quality of teaching is good in the nursery and reception classes and children achieve well and are on course to reach the nationally expected standards by the end of the reception year. There is a good range of activities provided and this enables children to enjoy making music, pictures, models and prints. Creative activities are organised with a focus on the learning process rather than on decoration. Children use information and communication technology to create pictures and rotate images using 'drag and drop'. As a result, skills develop well and some children make very good progress, especially in the nursery, to exceed the expectations for their age. In the painting area, for example, only primary colours and white powder paints are available so that the children have to select appropriate sized brushes, and set about mixing paint, carefully spooning small quantities of paint into the palette. When they have finished painting, the children wash their palette-trays at the sink, quite independently of adults. Ready-mixed paints are used sometimes, in printing, for example, and bubble-blown prints cut to the shape of balloons are linked to the poem 'Balloons' by Barbara Ireson.

65 Drawing skills are developed well in the reception classes and the children's pictures show evidence of good control of pencils, crayons and pens, an eye for detail and consideration of colour, line and position. A rainbow image is clearly visible in one pencil drawing, and people having a party in another, the table laid with food and balloons tied to chairs making a good composition. Some children still attain at a much lower level, but enjoy exploring mark making and talk proudly about their work. Children regularly sing and make music in the early years in school, and many select instruments from a display in the nursery, representing a wide range of cultures. They handle these carefully.

Physical development

66 Physical development is well provided for and children make good progress and are on course to reach the national expectations by the end of the reception year. Plenty of opportunity for handling small apparatus, such as joining construction toys, manipulating tools like scissors, pencils and needles when threading, allows precise manipulative skills to develop. The quality and range of activities organised in the outdoor learning areas is good, so that children learn to move with confidence in the open spaces, developing body control, balance and climbing skills, using pedal-bikes, other wheeled toys, slides, balls and rockers.

67 The good teaching continues in the reception classes with more formal movement lessons in the hall as well as free choice activities in the shared courtyard. Adults supervise and guide learning in the outdoor classrooms at all times, which adds to the value of the learning activities provided. Safety is assured by the good relationships and control shown by all adults. Children are given clear instructions, behave well and, frequently, learn from each other by following the lead of others. Older children show good levels of independence when changing clothing for physical education or outdoor play.

ENGLISH

68 Standards in English are below the national average at the end of both Year 2 and Year 6 in reading and writing, though closer to the average in reading than in writing. Standards in speaking and listening are broadly in line because of the many and varied good opportunities teachers plan in lessons for pupils to talk and listen.

69 Most pupils who have been at the school since Year 2 make good progress by the age of eleven. Through good teaching and additional effective support from Ethnic Minority Achievement staff, those pupils who enter higher up, or much higher up the school, with little or no English, make good progress. When working with the whole class, teachers are careful to involve girls and boys equally. They match questions to pupils' learning needs very effectively so that all participate. Pupils with special educational needs learn well because teachers ensure that the work matches their level of need very closely in literacy lessons, in line with their individual education plans. However, more competent readers and writers are not always sufficiently challenged by the planned activities in literacy lessons, often having the same or similar work to others, often worksheet based. Teachers do not provide pupils with enough opportunities to write independently at length, in literacy or in other subjects; as a consequence, pupils do not achieve as well as they might, and few reach the higher levels in national tests. Because the school does not identify pupils who are gifted or talented, teachers do not plan specially challenging activities that will help these pupils make the progress of which they are capable.

70 Speaking and listening are promoted well, enabling most pupils to become confident and increasingly articulate. Teachers create many planned opportunities to develop pupils' spoken language. They ask probing questions in order to make pupils think hard and express their views and knowledge at length; for example in Year 3, when the teacher asked pupils to suggest ideas about 'pranks', they responded imaginatively and their use of language was often mature. They used words such as 'accidentally', 'absolutely', 'approached', so their vocabulary developed well. In Year 4, pupils worked hard at persuading their 'parent' in role as to reasons for having a pet with the 'parent' putting arguments against. This effective technique made the power of persuasion very real to the pupils and they took on the roles enthusiastically and so learned from it. In many lessons, pupils worked in pairs with their established 'literacy partner' on tasks that required them to discuss their thinking before, for example, reporting back to the class. This often imaginative use of 'literacy partners' led to good practice in speaking and listening. Teachers also provide good opportunities in subjects other than English. In Year 4, in religious education, pupils discussed promises at a Hindu wedding. Their ideas were thoughtful. They listened carefully to each other and took turns. In numeracy, in Year 6, pupils discuss their methods, which most articulate well and with confidence. When some pupils with English as an additional language do have difficulties, teachers check that they understand terms such as 'denominators'. Teachers also encourage pupils to be precise in their use of language; for example, when the teacher asked pupils about the Aztecs, 'What people wore headdresses?' and a pupil responded, 'Higher people', the teacher pushed further, 'What do you mean?' before the more precise answer, 'Important people'. This detailed attention helps pupils with English as an additional language to develop their understanding of terms specific to a subject, as in numeracy, and their English language skills, so they make good progress.

71 Standards in reading are closer to the national average than in writing. Many activities in Year 1 reinforce the good teaching so pupils' knowledge of sounds, letters and simple word building develops well. Teachers make very good use of big books to involve pupils and draw on their knowledge so pupils become interested and listen attentively and contribute well. Good questioning challenges pupils to look closely at the text. Pupils read the text with the teacher. They learn well from the teachers who are good models of how to read, using appropriate expression and taking

note of the punctuation. Pupils read out their work to the class at the end of the lesson; this increases their confidence and expression. A good example of this was when a pupil in Year 2, recently arrived in the country with little English, read out to the class a few sentences he had written with support in Year 2. Effective planned opportunities to teach reading in groups, pupils reading regularly in class and to adults at school and at home, increase their progress in reading.

72 Most older pupils know how to find information in books when undertaking research such as in history or geography and many use the internet at home to find out further information. They know and understand the system for locating non-fiction books in a library and many visit the local library. Most pupils enjoy reading and read at home as well as at school, as is evident from their home-school diaries. They select their own books, often with quite demanding texts.

73 Competent readers read fluently and with good expression, understanding the meaning well. They know what type of books they like and express views about books they have read previously. Some less competent readers throughout the school benefit from additional teaching in small groups by trained staff. They use nationally recommended strategies carefully matched to pupils' needs. In this way, pupils make good progress towards the goals set for them. Less competent readers in Year 2 know the sounds made by letters and sound out unfamiliar words but cannot blend them and have little recognition of common words. Below average readers in Year 6 read accurately with some hesitation, particularly when they encounter words unfamiliar to them, such as 'shriek'. They lack strategies to read round the word to help them understand.

74 Although writing standards are below average overall, many pupils write close to the level expected nationally. In Year 1, pupils know that sentences need capital letters and full stops and they generally spell single syllable words correctly. Teachers make good use of the shared text in the lesson in order to reinforce understanding of the use of a range of punctuation, including, for example, in Year 3, question, exclamation and speech marks. Pupils respond to text through comprehension exercises and reinforce their understanding of grammar and spelling patterns through completing worksheets. Pupils have some opportunities in other subjects for writing. For example, in science, when learning about drugs that harm the body in Year 5, they take notes using bullet points; this works well. Pupils work in mixed-ability pairs to write letters thanking the head teacher of the adjacent secondary school for taking action about the litter on the school field. Their letters show a good standard of literacy with appropriate use of punctuation and a sense of audience. They become enthusiastic writers because there is a real purpose to their writing. They write, for example, 'We thank you for the thoughtful thing you have done'; 'Now it is a much safer environment'; 'Now we can play happily and it is not at all dangerous'. However, much written work in English and other subjects is worksheet based when it would make greater demands of pupils if they had to use more of their own words. More able writers in particular are not sufficiently challenged by most of the work they are expected to do.

75 There are too few opportunities for pupils to write independently at length. This means that opportunities to develop pupils' thinking and organisational skills are missed and, as a result, their writing does not develop as well as it might. From many worksheets used, it is difficult for teachers to assess how well pupils are learning and understanding. Insufficient evidence of pupils planning and drafting their own writing was seen, and few examples of pupils using the computer for this. As a result, average writers in Year 6 show little awareness of how to make their writing interesting to the reader. Their stories are repetitive in parts and use of punctuation is not secure. More competent writers, however, develop an exciting range of vocabulary and sentence structure, which creates interest for the reader and certainly achieve their target of 'to make the reader want to read on'. In other subjects, such as history and religious education, there are limited opportunities for pupils to develop their writing, and then these opportunities consist mainly of comprehension worksheets.

76 Classroom computers are used well in literacy lessons, particularly to support the learning of pupils with special educational needs or those with little English. Teachers set up tasks appropriate to their needs. This allows pupils to achieve more in the time and more highly than they would otherwise do, as when, for example, using upper and lower case letters appropriately in sentences in Year 1. In Year 4, two pupils in the early stages of learning English sorted out

statements which they read and understood because they were related to the work in the lesson.

77 Teaching is good overall. In the most effective lessons, all pupils are challenged, as appropriate to their needs, and learn well as a result. It is, however, not as good in Year 2 as it is elsewhere in the school, though it is still satisfactory. Where teaching is less effective, the activities are not clear enough for pupils to achieve as well as they might. In some lessons, there is insufficient challenge in the activities for higher attaining pupils and teachers do not plan opportunities to teach pupils in groups, so pupils achieve less well. Pupils are enthusiastic learners, interested and involved and keen to please their teachers. This is due to the overall good teaching and very good relationships between teachers and pupils. The adults work well together in classrooms and so do the pupils, in mixed gender and ethnic groups.

78 Pupils have literacy targets at the front of their books, appropriate to their level, with targets highlighted and dated when achieved, and new targets set or added on as the standard improves. This is informed by teachers' regular assessments of pupils' writing. The system is working well. Pupils in Year 6 think their targets help them to know how to improve their writing. Teachers write useful comments on the writing they assess but do not always link their comments with the pupils' targets, a practice which would help pupils improve further.

79 The curriculum, overall, is good. Systems to check pupils' progress are in place which track pupils' progress as they move up the school. The subject co-ordinator is knowledgeable and experienced. There have been good improvements since the last inspection in attainment, overall, and in monitoring of teaching, which now takes place regularly. The subject co-ordinator identifies where pupils need to improve from an analysis of test results and what staff training is needed to help bring the improvements about, such as teaching spelling and guided writing. She monitors the impact of the training from lesson observations, teachers' planning and samples of pupils' writing so she has a good overview of how well pupils are achieving. However, there are limited opportunities to spread the existing good practice to develop teachers' skills in the subject further by observing each other teach. Regular moderation meetings ensure teachers are secure in assessing pupils' progress. There is a good range of big books and group readers and class libraries for pupils to use. This includes books from a variety of cultures and backgrounds so pupils see their own cultures and those of others reflected in the reading resources around the school, including dual-language books. This range is reflected in the books teachers use in class, such as Floella Benjamin's 'Coming to England' as a group reader in Year 6, and the big book of 'Handa's Surprise' in Year 1. This makes a good contribution to pupils' developing awareness of life in a culturally diverse society. What used to be the library is now the information communication technology suite. Books are now housed along corridors so pupils have limited access to them, and only Years 5 and 6 borrow them, as there are not enough to supply all. The non-fiction stock is enhanced by topic boxes from the local education library service so that resources are satisfactory, overall. The library on the corridor however is not satisfactory. Pupils also develop their literacy skills effectively through visiting theatre groups, storytellers, World Book Day, special assemblies and Book Week where they made a big bookworm in the hall.

MATHEMATICS

80 Standards by the end of both Year 2 and Year 6 are in line with the national average. Overall, pupils achieve well. The quality of teaching and pupils' learning in Years 1 and 2 is satisfactory and is good in Years 3 to 6. Pupils learning English as an additional language and those pupils with special educational needs make good progress throughout the school because of the effective help they receive from teachers and teaching assistants. Pupils are interested in their work and behave well.

81 The quality of teaching is satisfactory, on balance, in Years 1 and 2. The teaching of the basic skills of the subject is good; for example, in Year 1 pupils, effectively consolidated counting forward and backwards. The teacher reinforced constantly the importance of zero, odd and even numbers and challenged pupils to predict the next number in a series of numbers. Classroom

assistants are deployed well to assist the learning of pupils with special educational needs to enable them to make good progress. Resources are used well to support pupils' learning; for example, in Year 2, small individual whiteboards were used effectively to give pupils opportunities to practise additions and subtractions within 100. Most pupils showed a real enthusiasm for their learning and worked hard. Challenging questioning extended the learning of higher attainers. Unsatisfactory aspects of teaching in a less successful lesson included a slow pace of pupils' learning and tasks that were insufficiently challenging for higher attainers. Opportunities were missed to use information and communication technology to support the learning. Limited practical work was available to consolidate and extend learning, and worksheets were used inappropriately.

82 In Years 3 to 6, the quality of teaching is good and sometimes better. The splitting up of the two Year 6 classes into three groups according to pupils' attainment enables high, average and low attainers to make good progress. Where the teaching was very good in Year 6, the pace of learning was brisk, resulting in very good progress for the pupils. Learning resources were used very well to provide plenty of practice in adding and subtracting decimals to three places; for example, the addition of 7.75 and 0.025. In addition, the answers shown on the boards helped the teacher to assess quickly each pupil's understanding. Very good support was provided for a statemented pupil to enable the pupil to participate fully alongside others. Pupils were given very good opportunities to discuss their methods of calculation and most articulated well and with confidence. The pupils were very enthusiastic and keen to participate because of the very good rapport between the teacher and pupils. The level of challenge was high; for example, they had to find the common denominator of four fractions and then to place them in descending order.

83 In most lessons in Years 3 to 6, the teaching is good and pupils make good progress, including pupils learning English as an additional language and those pupils with special educational needs. Teachers have a good understanding of the subject, manage pupils very well and plan to make the learning interesting, which is reflected in pupils' good behaviour and attitudes to work. For example, a group of lower attaining pupils in Year 6 were keen to contribute in discussion and were motivated very well by the brisk pace of questioning which probed pupils' understanding. The teacher worked with pupils to help them to understand the key features of a mathematical problem. They were encouraged to work with a partner to discuss each other's approach to working out the answer. They behaved well and worked at a good pace.

84 The leadership and management of the subject co-ordinator are good resulting in good improvements since the last inspection. The quality of teaching has improved, particularly in Years 3 to 6. Areas for development have been well thought out and resulted in improvements in standards and good progress of older pupils. Opportunities for pupils to conduct independent investigations are still limited as there is far too much reliance on the use of worksheets which are too directive and inhibit pupils' individual work.

85 Members of staff are committed to and capable of improving standards further so that the school is well placed to improve pupils' achievements. Limited use is made of information and communication technology to assist learning in mathematics during numeracy lessons, though pupils gain much practice in using computers to assist learning in mathematics during information and communication technology lessons in the computer suite; for example, Year 1 pupils gained a better understanding of representing data in the form of a pictogram of their favourite fruits.

86 The checking of pupils' progress over time is thorough; however, the marking of pupils' work in lessons is inconsistent and in most classes is mainly ticks and occasional positive comments. Suggestions of how pupils can improve their work are rarely seen. Individual pupils' progress is monitored effectively to levels of the National Curriculum, as well as the progress of different groups of pupils, according to gender and ethnicity, for example.

SCIENCE

87 Standards for pupils at the end of Years 2 and 6 are average. This is in line with the standards identified during the previous inspection and an improvement on the 2002 teacher assessments at the end of Year 2 and the National Curriculum tests at the end of Year 6. As they move through the school most pupils achieve well and make good progress. A significant factor in the good progress and achievement is the overall good and often very good quality of teaching. This also helps pupils for whom English is an additional language to understand scientific ideas in their work in class. However, some pupils for whom English is an additional language do not achieve as well in National Curriculum tests because their written skills do not match their scientific understanding.

88 Most pupils have a sound knowledge of the different aspects of science and a thorough understanding of the investigative process, including the use of fair testing. However, too much work involves pupils of all abilities using work sheets, where tasks are closely directed by the teacher. This limits the opportunities for independent work and for older, and particularly more able pupils, to plan and organise their own investigations in order to increase their skills. Teachers mark pupils' work regularly and, when they provide encouraging and supportive comments, this helps pupils make progress; for example, in Year 5 work on sound the teacher commented, 'What an excellent idea for measuring. Well done and very good scientific thinking.' In Year 4 work on healthy diets, the teacher challenged the pupil to reflect saying, 'You need to say why and how you can improve them.' However, the use of marking in this way is inconsistent throughout the school and opportunities are missed to help pupils to improve their work.

89 Teachers generally show good subject knowledge and share it clearly. In a Year 4 lesson, the teacher reflected this in her good use of scientific language, using terms such as 'predator' and 'prey', so that pupils' understanding of food chains was extended and their vocabularies were increased. Teachers make good use of questioning to prompt pupils to think hard about their investigations so that, in Year 1, pupils with learning difficulties, well supported by the teaching assistant, made good progress in their understanding of the growth of plants. In Year 6, higher achieving pupils' skills in evaluating their investigations into light and shadow and using patterns in their findings to make predictions, were extended when they were provided with more taxing work and were challenged by the teacher. Because teachers present work in lively and interesting ways and because relationships are very good, pupils are eager to learn. In Year 2, pupils participated enthusiastically in work on electrical circuits and were eager to describe their observations because they knew that the teacher welcomed and valued their contributions. This also helped to enhance their collaborative and speaking and listening skills. When the teacher in Year 6 discussed the responsibilities involved in leading a group with pupils collaborating in a task on light, their investigations became more efficient and their understanding of the nature of collaboration was deepened.

90 Teachers plan their work carefully and ensure that work is suited to pupils' different levels of understanding so that pupils are challenged to make progress at their own ability levels. So, in Year 4, for example, higher achieving pupils were challenged to produce a food chain map from given information; pupils of average ability were given diagrams to support them in this activity and lower achieving pupils were asked to sequence food chains. Teachers generally organise pupils and equipment efficiently so that lessons run at a brisk pace and most pupils sustain their concentration. In Year 2, pupils' skill and understanding in the use of circuits was enhanced because the teacher circulated the class so that she was able to assess learning and advise on how to improve. Teachers generally have high expectations of pupils' behaviour so that pupils work hard and behave well. However, the presentation of pupils' work is not consistently neat and tidy and this detracts from the overall quality of their work.

91 The subject is enhanced by the way in which the school plans for pupils to make visits and to receive visitors. The school makes effective use of its own woodland and wild life areas to develop pupils' knowledge and understanding of life processes and living things. In order to further enrich the curriculum, drama and musical productions have scientific themes and, for example, science club members took part in a national bird life survey. The subject is co-ordinated well. The co-ordinator works hard to support staff and organise the subject. She checks on teaching,

learning and planning in order to make improvements and has a clear understanding of the way ahead in order to raise standards

ART AND DESIGN

92 The school has sustained the above average standards noted at the previous inspection. Throughout the school, pupils' work is of a good standard, as high quality and sometimes excellent displays on walls demonstrate. Teaching is consistently good with very good features, and pupils achieve well. Teachers work hard to ensure that all pupils, whatever their needs, take full part in art and design lessons, and pupils respond enthusiastically to the subject because their efforts are valued.

93 Teachers have expertise in the subject and are particularly good at teaching pupils the skills of drawing and making images and artefacts, whilst encouraging them to explore ideas for themselves and interpret their work individually. From an early age, pupils are taught to observe carefully objects from the natural world and to find ways to reproduce what they see. Year 1 drawings of pine cones were executed with great care and attention to detail. Higher attaining pupils had drawn individual scales and shaded them accurately whilst lower attaining pupils had made a good attempt at representing texture. In Year 2, pupils' observational drawings of wood and bark were of a high standard, with pupils using pencils in several different ways to shade and represent texture. By Year 6, pupils are confident to use a wide range of drawing and painting techniques. They use the work of other artists imaginatively to provide inspiration for their own work and this was demonstrated very effectively in paintings of dancers inspired by Paula Rego's 'The Dance'. In their unit on human movement, pupils had painted lively pictures of dancers. The work of the higher attaining pupils in which pairs of dancers were represented with their clothes, limbs and body positions all reflecting the swirl of the dance very effectively, was particularly impressive.

94 Teachers' expertise is wide-ranging, and some very good teaching of the appreciation of sculpture demonstrated this well. In a very good Year 1 lesson, the teacher used examples of multicultural sculpture to explore meaning. Pupils had already learnt what sculpture is and knew that sculptures could be found in a variety of places like parks, museums and towns. By skilfully questioning pupils, the teacher helped them describe how an African carving was made and explain their responses to it. In a lesson in response to a visit to a sculpture park in Year 5, pupils were able to talk from first hand experience about the symbolism used by a native Canadian artist in his sculpture of a totem pole. In general, teachers make good use of art from a variety of cultures as a stimulus for learning. They often link art work to work in other subjects, such as history; Year 6 pupils, for example, were using their work on the Aztecs as a stimulus for colourful collages of Aztec headdresses. Teachers encourage the bold use of colour, and pupils are good at mixing colours to achieve their desired effect. Teachers make good use of computer programs to support work in art, particularly pattern making, and Year 5 work on 'People in Action' was a particularly good example of this.

95 The subject has been well managed for some time and the school is justifiably proud of its good reputation for art. Pupils use sketchbooks systematically to explore ideas and these provide a useful record of work over time, enabling teachers to assess progress. Very good use is made of visits outside school as a stimulus for work in art and design and expertise is brought into school by visiting artists. The subject is used very well to promote pupils' spiritual and cultural development and contributes positively to the ethos of the school.

DESIGN AND TECHNOLOGY

96 Standards are broadly in line with what would be expected at the end of Years 2 and 6. As pupils move through the school, teachers ensure that most develop a sound understanding of the planning, designing, making and evaluating process and work with a comprehensive range of materials, tools and techniques; for example, pupils in Year 3 wrote and sketched careful plans and

designs for different kinds of packaging. Pupils in Year 6 produced thoughtful, carefully finished, moving toys using cam mechanisms. In Year 1, discussions were conducted between teacher and pupils, evaluating their work on moving pictures. Most pupils make good progress and achieve well, producing a range of attractively finished models. The subject co-ordinator works hard to support colleagues and monitors planning effectively.

97 No judgement could be made on the quality of teaching. In the one lesson seen in Year 2, because the teacher used an interesting range of puppets from different cultures in order to introduce pupils to a new topic on puppet making, most pupils were eager to begin planning and designing their own puppets. Most pupils produced clearly labelled designs because the teacher explained the process clearly and moved around the classroom to assist and encourage pupils in their learning.

GEOGRAPHY

98 Standards are in line with national expectations by the end of Year 2 and Year 6. Solid teaching of basic geographical features promotes satisfactory progress; however, the emphasis on acquiring knowledge rather than the development of skills is inhibiting more rapid advancement, particularly of more competent pupils. This mirrors the judgements made in the last inspection, since when improvement has been satisfactory.

99 During their first two years, pupils learn to draw simple maps with increasing attention to detail. Routes to school drawn in Year 1 are followed by more mature maps of the Isle of Struay in Year 2. Pupils also gain good insights into the make-up of the British Isles. Throughout the school, the development of vocabulary is too often restricted to labelling of pictures, and there are insufficient opportunities to pursue independent research.

100 In Years 3 to 6, written work continues to be dominated by worksheets, requiring pupils to complete comprehension exercises. There are some opportunities to develop individual interpretation, as in Year 4, where pupils consider the reasons for studying other countries. The multi-ethnic nature of the school is reflected in the study of Chembokali in Year 3 and Keshapur in Year 4. This topic produced the 'It's a Small World' display which is used to good effect to promote the interpretation of data. The best examples of geographical thinking emerged when pupils were required to research mountain areas such as the Alps or Himalayas or draw comparisons between life for children in Leeds and those in other countries. The most impressive writing is to be found in the folders compiled by pupils in Year 6 during their week long residential visit to the Lake District. This makes the subject come alive for many of them and is reflected in the quality of the work produced.

101 Teachers prepare resources carefully and support staff provide informed guidance to pupils with special educational needs. Questioning skills in whole-class discussions are good. Pupils respond very positively in most situations, although a minority needs to be supervised closely when conducting research outside the classroom. A good lesson in Year 4 incorporated challenging elements of literacy as pupils wrote letters to a local headteacher about conservation. These showed a good awareness of audience; for example, 'Habitats were being destroyed by litter but now the school field is a much safer environment.'

102 Timetabling arrangements do not promote the regular reinforcement of geographical skills since considerable periods of time can elapse between different topics. This steers teachers into concentrating on factual knowledge and the overuse of worksheets.

103 A good range of visits and fieldwork activities significantly enhances the work in class. There are visits to places such as Meanwood Valley and Grassington, and pupils use the local area productively; for example, pupils in Years 5 and 6 have conducted a study of the environment around the school and organised traffic surveys in Moortown.

104 More refined procedures for checking pupils' progress have been introduced recently but are not yet firmly embedded in practice. However, the new structure is already helping teachers to adapt their planning more precisely, particularly when identifying tasks for the more competent

pupils. Teachers enjoy teaching geography. There is a strong commitment to improving the current satisfactory provision and there is a clear capacity to achieve this.

HISTORY

105 Standards have been maintained since the previous inspection and are broadly average by the end of Year 2 and Year 6.

106 The quality of teaching and learning, and pupils' achievement, is satisfactory. Since the previous inspection, new guidance to assist teachers to plan lessons has been put into place that ensures that pupils' studies meet national requirements for the subject. Discussions with Year 6 pupils demonstrate they can recall the units of work studied over several years and remember the key features of the period studied. They are able to sequence the main events from these periods on a time line and recognise the significant changes in social life over time. A key strength of the teaching is that teachers make very good use of visits to places of historical interest and of role play to bring the subject alive. Pupils were animated in their accounts of the day spent in role as a Second World War evacuee. They were able to discuss how the evacuees must have felt as they left their homes, but recognised that the apprehension was also mixed with hope for a better future. Year 4 pupils, last year, who had experienced life as a Tudor servant in their role play, demonstrated good levels of interest. One pupil had written, 'I never knew you had to wash butter....it's amazing!' In general, teachers make good use of the local area to teach pupils history. The history of the school itself is a valuable resource for the subject and pupils enjoy their visits to the old Moor Allerton Hall, as well as their walks around the area to investigate the many Victorian features locally.

107 In Year 6, the teacher's expertise in the subject was evident and pupils responded with interest to information about the journey across the Atlantic by Henry the Navigator and the discovery of the Aztec civilisation. The teacher used role-play techniques and dramatic reading effectively to help pupils recognise the harsh conditions at sea and decide whether they would really want to be explorers in those days, as they had initially thought they would! Good relationships in the class meant that pupils were confident to contribute to the lesson. Pupils with special educational needs and those learning English as an additional language were fully included and a classroom assistant was on hand to give help wherever needed.

108 Pupils' written work in history over the past year demonstrates some of the shortcomings in teaching. In some classes, there is very little recorded work to see. In others, what little work there is, is based on undemanding and poorly presented worksheets that do little to further pupils' historical knowledge and understanding, develop their skills of historical enquiry or foster pride in their work. Few teachers use the subject well as an opportunity for pupils to write up what they have learnt independently, so they are unable to use pupils' work to assess what they have learnt. Apart from when they make outside visits, few teachers make use of a variety of historical sources, such as artefacts, old documents and different historical accounts, to help pupils understand that aspects of the past have been represented and interpreted in different ways.

109 The co-ordinator is aware of the subject's strengths and weaknesses. The need to improve resources is a priority for development. Teachers have improved the use of information and communication technology in the subject and pupils use computers regularly for historical research. The Black and Asian History Month continues to be a successful venture which the school undertakes each year and this celebrates the many cultures represented in the school. Teachers and pupils enjoy the subject and are willing to learn, and the potential for improvement is good.

INFORMATION AND COMMUNICATION TECHNOLOGY

110 Standards by the end of Year 2 and Year 6 are in line with national expectations. Pupils achieve satisfactorily. Improvement since the last inspection is good because the guidance for

teachers and the training of teachers have improved. The establishment of a computer suite enables sound teaching of the skills of the subject; however, the size of the room makes the teaching of whole class groups difficult. Information and communication technology is used satisfactorily to assist learning in other subjects in the computer suite, although opportunities are missed to use information and communication technology in the classroom; for example, in a mathematics lesson, computers and programmable toys were not used to reinforce and extend pupils' understanding of 'turning'. The co-ordinator has a clear view of areas for future improvement and the development plan for the subject is well thought out to provide good opportunities for the further improvement of standards.

111 The teaching is of satisfactory quality, on balance, and develops pupils' skills appropriately. Teachers' explanations are hampered, occasionally, by the lack of an interactive whiteboard and space in the computer suite when a full class is being instructed. This slows down pupils' rate of learning. Some pupils do not listen sufficiently well to the teachers because they are uncomfortable when the temperature rises in the room. Generally, pupils have good attitudes to learning, and work well together in pairs. Higher attaining pupils willingly help lower attainers; for example, higher attainers in Year 3 helped other pupils to change the scale of a database. In some lessons, the planning does not take sufficiently into account the needs of lower attainers; for example, pupils entered information into a database and the number of instructions was too many for lower attainers to follow and this reduced the effectiveness of the learning.

112 In the best lessons, planning is good and is linked to developing of skills in information and communication technology as well as assisting learning in other subjects; for example, in a good lesson in Year 4, skills in the subject were developed as well as supporting learning in geography and mathematics. Pupils entered confidently into a database information about how much paper they throw away each day. Pupils discussed and worked well together and higher attainers helped lower attainers. Instruction sheets were clear and gave good guidance to pupils which enabled a brisk pace of learning. Most pupils were able, using the computer program, to total columns, average sets of numbers, draw line graphs and produce pie charts. Pupils were proud of their achievements.

MUSIC

113 By the end of Year 6, overall standards in music are above average and some groups of pupils attain standards well above national expectations. Pupils make very good progress, achieve well and enjoy their music lessons because teachers plan stimulating and challenging activities which capture pupils' interest and fire their imagination and creativity.

114 The quality of teaching is very good and most lessons take place in a designated music room, with plentiful, good quality resources. Good preparation and organisation of lessons, together with brisk pace, allow all pupils to participate in several different music making activities. Pupils with special educational needs participate fully, assisted by class teachers and support staff. In Years 1 to 6, the music co-ordinator and specialist teachers cover all aspects of the programme of study; for example, in a Year 1 lesson linked to the topic 'Growing Things', pupils were grouped thoughtfully to include those with special educational needs. Pupils warmed up by singing unaccompanied, concentrating on maintaining pitch whilst changing the dynamics from soft to loud and back. They recapped an African song and suggested mangoes and guavas as ideas when composing new verses. Rhythmic clapping was introduced, with the class teacher and assistant supporting as directed. The teacher's good choice of vocabulary enabled pupils to select appropriate instruments for a sound picture: a cabassa for stones, rain-stick for watering can, shakers for seeds. Brief group rehearsals and performance followed. To finish, the teacher whetted the appetite for the next lesson as they listened to 'Festival of the Flowers', South American music, many responding spontaneously, moving their bodies to the different rhythms and instruments they heard.

114 Pupils are enthusiastic musicians at all levels, keen to learn and improve their skills. Singing is tuneful and clear throughout the school. Pupils demonstrate good understanding of

pulse, rhythm and tempo. They identify and know about a wide range of musical instruments from different cultures. They listen attentively, concentrate and sustain good behaviour. They offer willingly suggestions to improve both the activity and their performance. They develop increasing independence so that, by Years 5 and 6, small groups of pupils work co-operatively in an adjacent room to compose, rehearse and then perform for the rest of the class. Classes comment sensitively on the results, using praise and encouragement. Teachers value pupils' efforts and use the work subsequently. This was the case in a Year 5 lesson in which pupils' lyrics were used in a lesson teaching improvisation skills between vocals in a 12 bar blues. All pupils sang, used chime bars in a three-part accompaniment reading a score, and were eager to offer new ideas for improvisations.

116 Music contributes very well to pupils' multi-cultural experiences. The music curriculum is enriched by activities and instrumental tuition within and beyond the school day; these include steel band, sitar, harmonium, tabla, violin, recorder, visiting performance groups and the school's excellent orchestra, with almost fifty members, including parents and staff. School productions and the local schools' festival provide opportunity and audiences. A third of pupils in Years 3 to 6 are learning to play an instrument. The school makes good use of local authority teachers and other skilled musicians from the local community, to widen the range of instruments taught.

117 The school has made good progress since the previous inspection, maintaining high standards and expanding provision. The subject co-ordinator works well with visiting specialists to manage the subject on a day-to-day basis. There are few opportunities to monitor teaching across the school, but planning is monitored retrospectively. Occasionally, lesson plans do not state clearly what pupils should learn. When this occurs, the checking of pupils' progress by non-specialist teachers is made difficult.

PHYSICAL EDUCATION

118 As at the time of the last inspection, overall standards at the end of Years 2 and 6 match those expected nationally. However, by the end of Year 6, only 3 out of every 5 pupils are able to swim 25 metres, often because new pupils have joined the school since the end of the course of lessons in Year 4.

119 During the inspection, lessons concentrated on ball games or dance. There was no evidence on which to judge attainment in gymnastics or athletics. A video of the excellent visit to Coniston demonstrated how well pupils in Year 6 coped with adventurous outdoor activities.

120 Pupils in Year 1 show great maturity. They change independently, use space sensibly and have a basic understanding of the effect of exercise on their bodies. This is due to the insistence by their teachers that they do not rush into an activity, but think about how they are going to tackle it. This promotes a very secure awareness of safety procedures which continues throughout the school. In an ambitious dance lesson, pupils interpreted different animal movements with imagination, although some found it difficult to maintain controlled movement for a sustained period. In a good lesson where pupils were learning to throw and catch, the teacher's tenacious questioning technique and unambiguous explanations drew out the best in all pupils. In Year 2, both classes improved skills of striking, or dribbling a ball with a hockey stick because the planning was carefully structured to build on previous practices. This helped most pupils to succeed although more competent performers were not challenged sufficiently.

121 In a 'Quick Cricket' session, pupils in Year 4 were learning to organise themselves with minimal interference from the teacher. Consequently, they had to consider tactics as well as technique. They appreciated the trust placed in them and used the time productively. Pupils in Year 6 benefit from good quality teaching where subject knowledge is a key element that brings out pupils' potential. Crisp explanations and the judicious use of praise keep pupils buoyant as they learn bowling techniques for cricket. An outstanding feature in this lesson was the participation of pupils with physical impairment, who completed associated movements throughout with sensitive support from the teaching assistant.

122 Pupils participate eagerly in physical education lessons. A strong feature is the co-operation shown, when boys and girls work together harmoniously in pairs or groups. They enjoy demonstrating their skills to others in the class. Teachers do not always make full use of these opportunities to develop the analytical skills of the onlookers.

123 The curriculum is enhanced significantly by the wide range of extra-curricular activities, and the use of visiting groups, such as ballet and ethnic dance groups. The action plan for the subject recognises the current inconsistency in the procedures for the checking of pupils' progress, and a new system is being phased in. Many teachers and support staff are involved in the good range of activities on offer. The capacity for improvement is good.

RELIGIOUS EDUCATION

124 Standards have been maintained since the previous inspection and continue to be broadly average for pupils at the end of Year 2 and Year 6. The quality of teaching and pupils' achievement is satisfactory overall; it is good in lessons where there is a lot of discussion but pupils' written work does not match the good standards of their oral work.

125 In lessons, much of the time is spent in class and group discussion and teachers have high expectations of the way pupils listen to one another and respect each others' views and opinions. Teachers manage pupils' behaviour very well, so that lessons are calm and reflective occasions in which pupils consider aspects of different beliefs, customs and worship. As a result, pupils have a good awareness of the common features of religions. The youngest pupils in Year 1, for example, know that Muslims worship at a mosque, Sikhs at a gurdwara and Christians at a church. Year 2 pupils understand that Christians and Moslems have different views about Jesus. Year 6 pupils recognise how important it is to have a good knowledge of what others believe so that you can understand and respect one another. Teachers are good at posing questions to help pupils think hard about what they are learning and work out answers for themselves. In a Year 2 lesson on the Prodigal Son, the teacher encouraged pupils to explain some quite difficult concepts, like forgiveness and jealousy, and reflect on their own personal experiences. In a very good Year 4 lesson on Hindu marriage promises, pupils were encouraged to express the promises in their own words and suggest their own ideas for the foundations of a happy marriage.

126 Teachers are very good at ensuring that all pupils, whatever their culture or background, are fully included in lessons. They encourage full participation and make a point of valuing all contributions to the discussion. Pupils with special educational needs are able to take full part, and classroom assistants are often on hand to prompt and give help where it is needed. Teachers and pupils, regularly, celebrate the major festivals of the different religions and use them as teaching and learning opportunities. Often, parents are brought in to help; for example, they helped with the provision of special food, and these occasions made a very positive contribution to pupils' cultural understanding.

127 Teachers make good use of artefacts and other resources to bring the lesson alive. This was a strength of a good lesson in Year 6 in which pupils were encouraged to consider the range of church organisations offered by Christian churches for young people. The teacher had collected examples of uniforms of groups, like Brownies and Beavers, and used them to promote discussion about common elements that indicate belonging, such as badges, promises and logos. Pupils who belonged to the groups had a lot to contribute. Others listened carefully and with interest. Pupils' work is supported by visits to local places of worship and, by the time they leave the school, all pupils will have visited a church, a gurdwara and a mosque. Pupils make appropriate use of information and communication technology to research some aspects of their studies.

128 A weakness in teaching lies in the fact that teachers do not take enough time for pupils to record independently what they have learnt. Most recorded work is in the form of unimaginative and undemanding worksheets that do little to extend or reinforce the aim of the lesson; in Year 4, for example, there was only one piece of recorded work seen for one pupil for the year. This means that teachers do not have the evidence they need to assess how well pupils are doing in the

subject.