

INSPECTION REPORT

RICHMOND HILL PRIMARY SCHOOL

Leeds

LEA area: Leeds

Unique reference number: 107927

Headteacher: Mrs S Mudie

Reporting inspector: R Drew
7281

Dates of inspection: 30 June - 3 July 2003

Inspection number: 246734

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 and Junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Clark Crescent
Leeds

Postcode: LS9 8QF

Telephone number: 0113 2493771

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Appropriate authority: The governing body

Name of chair of governors: Mr R Marshall

Date of previous inspection: 12 January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
7281	R Drew	Registered inspector	Geography Music	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9710	E Burgess	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
25384	R Bonner	Team inspector	English as an additional language Special educational needs Science Art and design Design and technology	
14851	G Laws	Team inspector	Educational inclusion Mathematics History Information and communication technology Physical education	How good are the curricular and other opportunities offered to pupils?
7958	G Lewis	Team inspector	Foundation stage English Religious education	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
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?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Richmond Hill is a Community Primary School with 161 pupils on roll and the full time equivalent of 17 children in its nursery. It is situated in one of the most deprived wards in inner city Leeds. Crime rates are very high, housing conditions poor and there are many transient families within the community, including asylum seekers and Travellers. The high levels of social and economic disadvantage place it within the poorest ten per cent of wards in the UK. Over half of the pupils are entitled to free school meals – three times the national figure – and the proportion of pupils with special educational needs, at 36 per cent, is double the national average. Only two pupils have formal statements of special educational need. The great majority of the pupils are of white (British) background with about 15 per cent coming from a range of minority ethnic communities, principally black (British) or black (Caribbean). There are eight pupils with refugee status, predominantly from Zimbabwe. Nine pupils use English as an additional language, with two at an early stage of language acquisition.

Since the previous inspection, rolls in this and inner city schools as a whole have begun to fall. The school has acquired the Basic Skills Award and is heavily involved in Excellence in Cities and the Richmond Hill Achievement Zone.

HOW GOOD THE SCHOOL IS

This is a good school with some very good features. Standards match national averages by the time pupils leave Year 6. Because leadership and management are very effective and teaching good, pupils learn well and make good progress across the school. Pupils' attitudes are very positive. Spending is above average but the school uses its income most effectively and gives very good value for money.

What the school does well

- Achievement by pupils is good for the school as a whole and very good in English, the Foundation Stage and in ICT.
- Leadership and management are very good.
- Teaching and learning are good overall and very good in Foundation Stage.
- Pupils have very positive attitudes and behave well.
- The school provides very good moral and social guidance for pupils and monitors their personal development very well.
- The curriculum provides good learning opportunities for all pupils. Links with the community and extra-curricular activities are both very good. The school has won the full support of the community. Parents think extremely highly of the school.
- Pupils' standards in ICT are above the national average and pupils make very good progress in the subject.
- Leadership and management of English and the Foundation Stage are particularly effective.

What could be improved

- Standards in Years 1 and 2 are well below average in science and below average in English. In mathematics, they are just below average from Years 1 to 6.
- Higher-attaining pupils are not consistently set suitably challenging work.
- Assessment data and marking are not used well enough by foundation subjects and science to show pupils how to improve their standards.
- Subject co-ordinators have too few opportunities to monitor and support colleagues through lesson observation.
- There is insufficient emphasis on practical, investigative work in science in Years 3 to 6.
- Attendance, while much improved, is still below average.
- Access to the library is difficult and limits its use for independent study by pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998. It has made very good overall improvement since then. It has created strengths out of features that were weak, especially teaching, the curriculum, behaviour and spiritual development. Other areas, while still to improve, are noticeably better, such as monitoring of teaching and use of assessment. In addition, the school has succeeded in establishing a particularly stable staff, secure premises and far better links with the local community.

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	E	E	E	C
Mathematics	C	C	E	C
Science	B	D	D	B

Key

well above average A

above average B

average C

below average D

well below average E

Given the very weak levels of knowledge and skills children bring to the nursery, achievement in their first few years in school is good. At the end of Year 2, results in tests in 2002 were well below average in reading and writing and amongst the lowest five per cent nationally in mathematics. Compared with results in similar schools, reading results were average, writing below average and mathematics well below average. Work seen during the inspection was generally better than that reported in 2002 test results: in English and mathematics, standards are just below average, though in science they remain well below.

Pupils make further good progress across Years 3 to 6 so that standards seen during the inspection are broadly in line with national averages by the end of Year 6. Results in 2002 were well below this position compared with results for all schools, though compared with similar schools, the 2002 results were above average in science and in line with expectations in English and mathematics. Targets for the proportion of level 4 achieved by Year 6 pupils in English and mathematics were met in 2002; those for 2003 have been far exceeded by provisional results in English while mathematics targets have been securely met.

Until recently, boys achieved less well than girls in tests at the end of Year 6, and the gap was much wider than nationally in English and wider than the national gap in mathematics. However, the school has worked hard to counter this trend and the confirmed results for 2002 show a marked improvement, while the provisional ones for 2003 show boys outperforming girls significantly.

Pupils with special educational needs, those with English as an additional language, as well as gifted and talented pupils, all make good progress. They are well supported in class and additional provision is made for gifted and talented pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very positive about school and show real enthusiasm for their work and the other opportunities offered by the school.

Behaviour, in and out of classrooms	Good. In nearly all situations, the great majority behave very well. A minority find self-discipline very hard, but their challenging behaviour is managed effectively by staff.
Personal development and relationships	Very good. Pupils relate very well to staff and other pupils. They become increasingly sociable and considerate the longer their time at the school. Their maturity develops through acting as monitors, listeners and helpers in many situations in the classroom and playground.
Attendance	Unsatisfactory. Attendance levels have improved since the last inspection. They remain just below national levels, but are heavily influenced by the higher than usual incidence of illness in the community.

TEACHING AND LEARNING

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

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

Teaching and learning in the school are good. All lessons seen had at least satisfactory teaching and learning and in nearly 70 per cent the quality of both was good or better. There was also evidence of excellent teaching.

This good quality prevails across the school as a whole and represents a very marked improvement since the last inspection, especially in Years R to 2, where previously nearly one in three lessons had unsatisfactory teaching.

The current good quality reflects high expectations of staff and pupils set by the headteacher, good new appointments to the school and much better monitoring and support of teaching by senior managers and co-ordinators of English and mathematics.

Teachers are particularly good at managing pupils effectively and designing well-structured lessons. In English and mathematics, they also use assessment data effectively to set tasks and gauge progress. The use of support staff is good in the vast majority of lessons, ensuring that pupils with special educational needs or English as an additional language learn well.

Teaching and learning are good in the majority of individual subjects and very good in ICT in Years R to 2. Teachers in Foundation subjects and science generally plan less well for higher-attaining pupils. Gifted and talented individuals are catered for, but other higher attainers work too often on the same tasks, with the same level of challenge as the class as a whole. Literacy and numeracy are taught well in English and mathematics lessons. They are reinforced satisfactorily in other subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All National Curriculum requirements are met and several other factors enhance opportunities for pupils. Notably, extra-curricular activities are very good and the links with the community, especially those promoted by the local Achievement Zone, are very effective.

Provision for pupils with special educational needs	Good. Pupils' needs are well diagnosed and there is good support in lessons.
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Provision for pupils with English as an additional language	Good. This is well organised and involves well-targeted help for those pupils with a limited command of English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school's policies and the fine example of staff provide very good moral and social guidance for pupils. Spiritual development is promoted well and there are many opportunities for pupils' cultural development, especially through music and sport.
How well the school cares for its pupils	Good. The systems and the attitudes of staff in looking after pupils' personal welfare are very effective. Monitoring of academic performance and using this information to plan are effective.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides particularly clear leadership to staff and pupils. Management systems have been very effective in helping the school make marked improvements since the last inspection. Other senior staff and subject co-ordinators work well with the headteacher. They are a successful team promoting achievement and the well-being of their pupils.
How well the governors fulfil their responsibilities	Satisfactory. The governing body fulfil their statutory duties well and are very supportive of the headteacher and her staff. Their knowledge of the school's specific strengths and weaknesses is more limited, but they provide satisfactory strategic guidance to the school.
The school's evaluation of its performance	Good. The school reviews all aspects of its work regularly and takes action wherever it is required. The school improvement plan and the very good use of 'best value' principles show that staff are good at identifying priorities and choosing the best ways to bring about change.
The strategic use of resources	Very good. The school's budget is deployed most effectively. Good accounting and very successful bidding for additional funds and resources allow the school to meet its medium and longer-term commitments. Its unusually large carry-forward fund represents a very wise strategy for adjusting staffing ratios gradually as pupil numbers fall in the area.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>The overwhelming majority of comments from parents were particularly positive. They believe that:</p> <ul style="list-style-type: none"> • Their children like school. • Their children make good progress. • The school is well led and managed. • Behaviour is good. • Expectations are high. • Teaching is good. 	<p>No issues for improvement received statistically significant support from parents.</p>

Inspectors fully endorse the very positive views parents have of this school and the absence of significantly weak areas.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils make good progress in lessons in this school and their achievements over time are good. They enter school with particularly limited learning skills and prior knowledge, but are well taught and soon acquire very positive attitudes to learning. Published test results show that pupils take time to overcome their initial disadvantages: the same pupils do consistently better in relation to national standards when they are in Year 6 than they do in Year 2.
2. The end of Year 2 combined results in National Curriculum tests for 2002 were well below the average for all schools. Results were well below average in reading and writing, while those for mathematics were amongst the lowest 5 per cent in the country. Compared with results in similar schools, however, the reading results were average and those for writing just below average. Only the mathematics results were well below average.
3. Over the last five years, results have varied, generally reflecting variations in intake. The work seen during the inspection for the end of Year 2 was considerably better than in recent tests, and the standards in Foundation and Year 1 indicate a similarly higher standard than published results might imply. Year 2 pupils are currently producing work that, for the curriculum as a whole, is only just below the national average, including English and mathematics standards. Science work remains well below average. In the work seen during the inspection, standards were above average in ICT and average in design and technology, art and physical education. They were just below average in history, geography and religious education. Such standards indicate at least satisfactory achievement in all subjects, and in the majority, long-term progress is good. In ICT, achievement in Years 1 and 2 is very good.
4. At the end of Year 6, results in National Curriculum tests have been below or well below national averages for all schools for the last five years. However, realistic targets for 2002 in English and mathematics were met and those for 2003 have been exceeded by provisional results in both subjects - by a wide margin in English. Past results have reflected variations in the initial standards of different year groups, but have generally been better than Year 2 results. Indeed, compared with similar schools, the 2002 results in English and mathematics were average; in science they were above average and the combined rating for all three subjects was above average.
5. The work seen during the inspection indicates that teaching and learning have sufficiently improved for noticeably higher standards to be reached. Year 6 work is now in line with national standards in English, representing very good achievement by pupils from the Nursery to Year 6. Standards in mathematics and science are just below average, but no longer well below, and long-term progress is now good. Standards in current Year 6 are broadly in line with national ones in most subjects, just below average in religious education and geography, but above average in ICT. Pupils are therefore achieving at least soundly in all subjects; they achieve well in many, while in ICT and English, their rate of progress is very good. By the end of Year 6, standards of literacy across the curriculum as a whole are below average, but very much better than those seen in pupils' work when they first entered the school. The reinforcement of literacy skills is good in several subjects and satisfactory in the others. Numeracy standards are also below national levels, but indicate good achievement by pupils during their time in the school.
6. Not only do the higher standards seen in current year groups taking tests contrast strongly with previous results, but the standards seen in intervening groups, such as Years 1 and 5, are higher than might be inferred from published test results. All current observations indicate that sustainable good or very good progress is being made by pupils across the school, which has taken some time to be established, despite the very good leadership and good teaching the school has enjoyed for several years. A range of external factors has militated against good

progress and high standards. Most obviously, pupils' standards and learning skills on entry to the school are far lower than average. In addition, the fact that so many families leave, join or return to the area means that serious disruption to learning is the common experience of individual pupils and whole classes. The 2002 test results came from a Year 6 group in which less than half had been part of the class throughout primary school. The attainment data for individual pupils shows clearly that those who stay in the school from entry make good to very good progress. For significant periods, until CCTV cameras and palisade fencing were installed three years ago, burglary and threatening trespass were so common that the school's prime task of teaching in order to raise standards was seriously compromised. It is enormously to the credit of the headteacher and staff that such hindrances have been overcome and such a secure and productive learning environment created.

7. Pupils with special educational needs make good progress in relation to their prior attainment. Clear, measurable targets in pupils' individual education plans are reviewed regularly and careful records are kept to ensure that pupils are making sufficient progress. Good provision supports pupils who find learning and conforming difficult and, as a result, all are achieving well. The support for pupils using English as an additional language is also good and enables the pupils concerned to make good progress.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to school are very good. They are keen to learn and older pupils join in extra-curricular activities, including sports clubs and matches, with great enthusiasm. Pupils of all ages expressed their liking for all aspects of school life. They are keen to contribute their ideas to class discussions and persevere well with challenging tasks, particularly noticeable in a Year 4 ICT class. In a dance lesson, when pupils were given freedom to experiment in creating a sequence of movements, they tackled the task with zest. Boys and girls and pupils with different abilities and from differing backgrounds are equally positive about school.
9. Pupils with special educational needs demonstrate very good attitudes when they work together in class and when they are withdrawn for specialist support. For example, during a literacy lesson in Year 5 a group of pupils worked well to identify key elements of a piece of persuasive writing. They responded well to the high expectations of the learning support assistant and persevered well. Similarly, when pupils are withdrawn from class and work individually and in small groups, they display positive attitudes and try hard with their work. Pupils have very good relationships with their teachers and one another and this contributes significantly to the progress that they make. Pupils with English as an additional language are similarly positive.
10. Behaviour in the school is good. Pupils move around the school in an orderly fashion and are friendly and polite, holding open doors for visitors and each other. They behave well at play and lunch times, and during periods of heavy rain during the inspection played happily indoors. In lessons, pupils behave well, although there are a few occasions when, noticeably boys, become silly and noisy. Pupils appreciate the system of rewards for both good work and behaviour. No child has been excluded for unsatisfactory behaviour.
11. The absence of oppressive behaviour, including bullying, sexism and racism, is good and parents and pupils report that any bullying is dealt with very quickly and well. The atmosphere of the school is friendly and harmonious and pupils show good understanding of the impact of their actions on others. Their respect for other people's feelings, values and beliefs is good. For example, in a religious education lesson, Year 4 pupils were able to empathise with the injured man in the Bible story of the 'Good Samaritan', who was helped by a non-Jew after people of his own faith had ignored him.
12. Pupils' personal development is very good. Pupils are happy to take responsibility in the school, and willingly undertake jobs in class and around school without any fuss. Parents said that they were especially pleased with the way the school helps their children to become mature and responsible. Pupils in all year groups are able to express their opinions about school life through the School Council. Pupils who are councillors take their responsibility well and have effected

several changes, including the system of playground friends, improvements to school dinners and the organisation of lunch boxes and coats at dinner times. They use circle time well to ensure all their class is involved in the process.

13. Relationships throughout the school are very good. There is mutual respect between adults and pupils, and pupils show respect for one another's opinions, speaking in turn. Pupils showed they were able to see things from another's point of view when they discussed foxhunting in the context of the traditional story of Reynard the Fox.
14. Attendance is unsatisfactory and is below the national average for primary schools, although the rate has improved significantly since the last inspection. Unauthorised absences, for which no reason has been given, have also significantly reduced over the period. Absences are mainly due to medical reasons and Traveller absences. In the current school year, five pupils will receive certificates for 100 per cent attendance and 65 for attendance above 95 per cent over the school year. The school day starts promptly.
15. Pupils' attitudes and behaviour have improved from a sound base since the last inspection and parents and governors reported that there has been a transformation in the working environment over the past few years.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching and learning for the school as a whole is good. All lessons observed during the inspection had satisfactory or better teaching and learning, and the proportion with very good or excellent teaching was almost a quarter, an enormous improvement over the situation at the time of the previous inspection. The significant proportion of unsatisfactory teaching and learning found in 1998 has been eliminated and the share of very good quality performance more than doubled.
17. In all year groups, teachers are particularly good at planning well-structured lessons with clear objectives and lines of development the pupils can follow readily. Many lessons show great imagination and variety in the sequence of activities organised by the teacher.
18. For example, in a Year 5 music lesson, teaching was excellent because a very brisk, clear start set pupils' expectations high from the outset. An excellent backing-tape promoted their interest, part-singing was encouraged and listening and performing activities were swapped at frequent intervals. The time allocated by the teacher for each section was perfectly judged: interest levels were constantly being lifted; pupils anticipated new involvement and challenge at every turn. As a result pupils accomplished above-average musical skills, made excellent progress and learned to enjoy music even more.
19. Very effective management of pupils is another strength of teaching across the school, clearly evident in a Year 2 mathematics lesson. Pupils had limited oracy skills and some showed a tendency to be easily distracted. However, these potential problems were skilfully minimised by the teacher. Her rapid asides to specific pupils drew them back into the lesson the moment she sensed a problem and the emphasis remained on the positive learning being made by the class as a whole. Again, planning was a positive aid to the management of pupils because tasks and oral questioning were structured and varied so that all pupils had work that both guided and extended their thinking.
20. Teaching and learning are both very good overall in the Foundation Stage, largely because the liaison between teachers and support staff is particularly well organised. Coupled with very good use of assessment information to plan for pupils' specific needs, this teamwork enables the children to make very rapid progress.
21. While teaching is always satisfactory and often good, it is especially successful in ICT in Years 1 and 2. Very good learning is typical as a result. Staff show confidence in their approach to ICT resources and are very good at channelling pupils' natural enthusiasm into productive learning. Basic ICT skills are very well reinforced in the teaching of other subjects, and basic literacy and numeracy skills are well developed across the curriculum as a whole. In some subjects, for example, music and geography, literacy and numeracy skills are particularly effectively

consolidated. However, the process is less successful when teaching is heavily reliant on worksheets, as is the case in science.

22. Marking and the use of assessment are strong in English and mathematics teaching and in the Foundation Stage. Elsewhere, they are satisfactory by national standards, but not as strong as other aspects of teaching in this school. Marking is too often limited to ticks, with few indications about how to improve. Assessment information, especially awareness of what is required to help pupils reach the higher levels, does not influence the pitch of lessons often enough.
23. The learning of pupils is good overall, and very good in the Foundation Stage, which to a large extent reflects the strong teaching quality. However, the vast majority of pupils also help themselves by the very positive attitudes they bring to lessons. They are consistently good at most aspects of learning, though many need the teachers' watchfulness to help them to concentrate. A minority are particularly good at taking initiative and participating in extended discussion, but more find this a difficult area. In general, pupils are aware of their own strengths and weaknesses and the standards to which they are working, but there is scope for this feature being more conspicuously developed.
24. The teaching of pupils with special educational needs is good. Class teachers and learning support assistants know their pupils and their difficulties well and are very patient and caring. They generally plan work according to the underlying abilities of their pupils and address effectively aspects identified in their individual education plans. In class, teachers and support staff are sensitive to the different ways pupils with special educational needs learn and are quick to respond when pupils tire or their concentration flags, adapting activities well. In a geography lesson in Year 2, for example, the learning support assistant used her initiative well as she supported and encouraged a pupil having particular difficulties. Pupils with special educational needs are provided with good support in withdrawal groups, through the speech and language therapy programmes, and by the learning mentor. The members of staff involved in these initiatives keep detailed records about the learning and social needs of the pupils and support them well. These measures are having a positive effect upon pupils' levels of achievement and on their behaviour and attitudes. The liaison between specialist teaching of pupils using English as an additional language, support assistants and subject teachers is managed effectively, and these pupils learn well as a result.
25. The teaching of pupils who speak English as an additional language is good. The speech and language support assistant, class teachers and learning support assistants work well together in planning and helping these pupils learn effectively. The speech and language support assistant works well with individual pupils. She has a good understanding of their needs and is effective in engaging them in their learning and helping them to make good progress. In lessons, pupils are provided with work that is appropriately challenging and are well supported by class teachers and classroom assistants. All staff show a great deal of care for their pupils and know them and their difficulties well. In response, pupils are positive in their response both to class work and to the work they undertake with the support assistants. They work hard and collaborate well with their classmates.
26. Gifted and talented pupils have recently been identified by the school and most teachers are responsive to their specific needs in their lesson, particularly in mathematics. Such pupils also receive additional challenge through the programme of out-of-hours enrichment activities. However, the proportion of each class for whom special provision needs to be made is greater than the one or two individual pupils sometimes referred to by staff as 'gifted'.
27. Much has been done by the school to ensure that teaching and learning are fully supported and monitored. In addition, the school has exercised good judgement in new appointments, especially where unsatisfactory teaching had previously been a problem in Years 1 and 2. Considerable monitoring of planning and pupils' work takes place regularly. Lesson observation by the headteacher is also an effective element of monitoring. There are some other subjects in which co-ordinators have managed to observe colleagues or pupils' performance directly, for

example in mathematics and music. Otherwise, direct observation of teaching by co-ordinators is limited.

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

28. The Foundation Stage offers a very good range of learning opportunities for pupils and integrates different areas of learning effectively. These are evaluated further in Part D of this report.
29. The quality and range of learning opportunities for pupils in Years 1 to 6 are good. The curriculum is broad and relevant and meets the needs of all pupils. Statutory requirements are met in all subjects, including religious education, which is taught in accordance with the Locally Agreed Syllabus. There are suitable policies for all subjects.
30. The emphasis placed on literacy and numeracy throughout the school is improving standards. English, mathematics and design and technology are well planned. Opportunities for pupils to conduct experiments and develop skills of scientific enquiry are not sufficiently challenging. In geography, good work on the local area improves understanding, and music is organised effectively, although pupils do not perform or compose often enough. Visits and residential experiences enhance learning in history and physical education. Although ICT still needs to be embedded in schemes of work across the curriculum, separate lessons are planned so effectively that pupils achieve above-average standards throughout the school.
31. The essential features of the National Strategies for Literacy and Numeracy have been implemented effectively in all years. In addition, in Years 3 to 6, a range of further strategies enrich the teaching of literacy and have had a very beneficial impact on standards. They have only just been introduced in Years 1 and 2, where their effect has yet to be felt. Opportunities for speaking and listening are incorporated into lesson plans, resulting in the good development of these skills. Literacy is less effectively incorporated into history and religious education lessons. Numeracy is well supported in geography, where graphs are used to interpret data, and in science, where planning indicates strong links in the use of measurement. The school is determined to maintain balance in its timetable so that subjects such as art and physical education are accorded sufficient time to provide meaningful experiences.
32. Specific features punctuate provision throughout the year. For example, a 'book week' brought storytellers into school, and artists in residence have provided an extra boost. The most significant development is the increasing influence of ICT: a committed co-ordinator ensures that new technology is beginning to permeate all subject areas as pupils acquire the basic skills necessary to conduct research independently.
33. The curriculum for children with special educational needs is good. The work undertaken by the teachers and learning support assistants addresses well elements detailed in pupils' individual education plans, and class work is generally tailored to meet the learning needs of these pupils. The school works hard to ensure that all pupils who find learning or conforming difficult are fully included in lessons.
34. Exceptionally gifted pupils are well supported with appropriate work, especially in mathematics and English. The most able in each class are usually given more challenging tasks and achieve well. Talented pupils are encouraged to participate through extra-curricular opportunities, such as dance, drama, football and tennis, but some pupils are unable to benefit because parental support is sometimes weak.
35. The curriculum for pupils who speak English as an additional language is good. The work undertaken by the teachers and learning support assistants addresses well both the learning and social needs of these pupils. Pupils are fully integrated into all aspects of school life, including activities outside of school hours. For example, one pupil particularly enjoyed making and testing robotic cars in an after-school club.
36. Provision for pupils' personal, social and health education is effective. A comprehensive policy includes sex education and drug awareness. The strong relationships that exist in the school

ensure that the separate weekly timetabled lesson generates honest and informed discussion. Visitors are used to extend the provision. During the inspection, the local policeman talked to pupils in Year 5 about personal safety. The school has been awarded the 'Healthy School' kitemark. Education for citizenship is promoted effectively in a number of ways, including the School Council.

37. Extra-curricular provision is very good. All major sporting activities are covered and these are well attended. There are interesting developments in ICT with an E-mail Club, and pupils have access to computers every lunchtime. A 'robots' club provides intense excitement for participants every week. The 'Silas Marner' project, sponsored by the Achievement Zone, is helping to promote involvement in musical activities.
38. Links with other educational institutions are productive. Since the local secondary school closed, pupils have begun to choose numerous different ones to go on to. Although Richmond Hill continues to tackle 'bridging units' that can be completed in Year 7, it is very difficult to ensure that these units will be completed in a dozen or so secondary schools. Students from Leeds Metropolitan University have visited to support pupils at playtime and lunchtime, and older pupils have used the ICT suite at Copperfield College. Links with other local primary schools are being fostered by the Achievement Zone, which is producing concerted approaches to assessment in areas such as ICT.
39. Since the previous inspection, provision for pupils' personal development has improved significantly in all areas - spiritual, moral, social and cultural. The headteacher sets high expectations and promotes very good relationships throughout the school. Every adult shares responsibility and works consistently with pupils so that politeness, trust and respect for others are constantly reinforced.
40. Spiritual development was judged to be unsatisfactory in 1998. It is now good. Weekly themes for assemblies reinforce an awareness of values and beliefs. Pupils listened intently to the story of the sick man healed by Jesus. In another assembly, pupils in Years 3 and 4 were entranced by the story of the quails that defeated the 'quail catcher.' The teacher leading the assembly extracted impromptu role-playing by pupils that created a genuine sense of wonder. In their everyday dealings with others, pupils show understanding and respect.
41. Provision for moral development is now very good. A strong sense of right and wrong is developed very well from the first days in school. Positive behaviour management systems are very effective. Pupils consider sensitively how their behaviour might affect others. Teachers often use 'listening partners' to generate discussion of personal views. Pupils are expected to take responsibility for their own actions. The employment of a 'learning mentor' is helping to promote self-esteem with vulnerable pupils.
42. The provision for developing pupils' social skills is very good. Democratic leadership within the school permeates all systems and routines so that pupils are able to take responsibility and support others. For example, 'playground friends' take their roles seriously and help younger pupils quite naturally. They do not have to be asked – they use their own initiative. The School Council provides opportunities to resolve problems and to exercise leadership. In discussion, a Year 2 pupil asserted 'In this school, everyone gets on well with one another'. Numerous fund raising events are held to support a range of charities and pupils often entertain the elderly at the local community centre.
43. Provision for cultural development is good. Pupils absorb information about their local heritage and largely white British and European cultures of the past and present. They visit theatres to see plays such as 'The Borrowers' at the West Yorkshire Playhouse. Music students from Leeds University have visited the school to sing opera. During inspection week, a visiting drama group presented 'Alive and Kicking' for pupils in Years 2 and 3, who were excited by the appearance of the ambassador and Princess Leonora. Parents and extended families attended the final denouement. Although pupils compare, for example, life in Leeds with that in a Tibetan village in their geography lessons, the cultural diversity of modern British society is not fully explored.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. Procedures for child protection and for ensuring pupils' welfare are very good. The headteacher and the nursery nurse have both received appropriate training, which has been shared with other staff. Very good care is taken in maintaining the health and safety of all pupils. Good care is taken when planning outside activities or trips, but written risk assessments are not always completed. Teachers, other staff and governors maintain a secure environment for pupils. There are good arrangements to deal with minor emergencies and first aid. Educational and personal support and guidance are good. Pupils, and their individual circumstances, are very well known by the headteacher and other staff and every effort is made to ensure that pupils benefit by coming to school, whatever their ability, social or racial background, or gender.
45. The support and care for children with special educational needs is very good. The monitoring of their personal and academic progress and development is good and staff are quick to identify needs as they arise. The work provided is defined in these pupils' individual records, which indicate the nature of pupils' needs, the targets for their progress and the appropriate strategies for teachers to use. The school's organisation and practice in meeting the needs of these pupils are good and they receive a broad and balanced curriculum. They are fully included in all opportunities for learning and have full access to what is offered by the school. Records and documents show reviews of individual education plans and statements meet all legal requirements. Teaching and support staff have a good awareness of the diverse needs of pupils who speak English as an additional language and provide good support. They work hard to ensure that new pupils starting school are integrated into their classes quickly, but sensitively.
46. Good procedures are established to monitor and improve attendance. Attendance is carefully recorded and reasons for absence always sought. Unauthorised absences have reduced significantly and the appointment of a learning mentor helps pupils and their parents to overcome barriers to learning, especially those experienced by pupils with special educational needs or whose first language is not English.
47. Good behaviour is very well promoted through high expectations and good pupil management, backed up by a comprehensive behaviour and discipline policy. Most teachers and other staff apply sanctions consistently and fairly. Very good support for pupils whose behaviour gives particular cause for concern is provided. Pupils are appropriately rewarded for good behaviour. A record is kept of the pupils who achieve certificates for good work or attitudes in assemblies.
48. Circle times in class and assemblies are used well to eliminate oppressive forms of behaviour such as bullying. The educational welfare officer and the learning mentor work well with Year 6 pupils to ease their transfer into secondary education. The personal development of pupils is supported well, by engaging them in activities outside the normal classroom timetable.
49. Assessment procedures overall are satisfactory. Assessment is used well in English, mathematics and ICT to inform planning and to set priorities for development, and enables good support to be targeted to pupils with special educational needs or whose first language is not English. However, in science, religious education and the foundation subjects pupils' progress is less effectively linked to National Curriculum levels. Teachers generally know what pupils have covered in each subject, and can identify those who have performed better than average or who need additional support, but there is limited analysis by teachers of the specific skills and concepts required for pupils to reach particular levels. As a result the work planned in lessons can have many strengths but tends to lack a sharp enough focus on the strategies which would enable pupils of differing aptitude maximise their full potential. There are no special assessment procedures to monitor the progress of gifted and talented pupils, although two exceptionally gifted pupils achieve well.
50. Pupils are encouraged to record their own progress through Records of Achievement, for which they select their best pieces of work twice a year. This strategy has a beneficial effect on progress, enabling pupils to understand how they are getting on.

51. Since the last inspection, there has been very good improvement in the care and guidance afforded to pupils, particularly in the monitoring and promoting of good behaviour and attendance. Assessment procedures have improved and are now satisfactory overall, and good in English.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Parents are very happy with the school and expressed no general concerns with its provision in the questionnaire circulated before the inspection. Twelve parents also attended a meeting with the inspector to share their views and reiterated how pleased they are with all aspects of school life. In particular, a very high proportion praised the way it is made easy for them to approach the school with questions or a problem, said the school expects their children to work hard, praised the teaching, the leadership and management and the way their children are helped to develop maturity. All parents said their children liked school and feel that behaviour is good. A very small number expressed minor disagreement with the range of activities outside lessons and the quantity of homework, but overall, these do not detract from parents' strong support for the school.
53. Inspectors agree that parents are right to feel strong satisfaction for the school.
54. There are good links between the school and parents. Parents are provided with high-quality information about the school and their own children's work. They are contacted whenever there are concerns and are always welcome to visit school. Written communication through news and other letters is regular and clearly expressed. Parents have ample opportunities to talk to teachers, both informally and on set consultation evenings. Annual written progress reports are generally good, but do not always make clear exactly what needs to be done to improve in each subject. Parents of pupils with special educational needs are well informed of their children's progress and of the provision the school makes. They have good opportunities to contribute to reviews and assessments. The headteacher interviews parents of pupils who speak English as an additional language, together with their children when the pupils first enter the school. The school continues to communicate well with parents and keeps them informed of their children's progress.
55. The impact of parents' involvement on the work of the school is satisfactory. A number have been involved in family learning schemes and help in school or accompany visits, but there are a significant number of parents whom the school tries to involve with very limited success. Completion of reading records is variable and not all parents read with children regularly. A good number responded to the school's invitation to be involved in the review of the school's behaviour policy.
56. Since the last inspection the school has continued to build successfully on a good partnership with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. Leadership and management for the school as a whole are very good, primarily because the headteacher provides a very clear sense of educational direction and has gained the full support of the staff. Support personnel and teachers reflect the school's aims and values in the quality and style of their work in a most consistent and effective way. There has been good improvement since the previous inspection, when leadership and management were sound, but yet to bring about beneficial change.
58. At senior level, the quality of leadership is very good. Planning reflects a strong awareness of what needs to be done and the strategies required to get things done. The main areas of success have stemmed from establishing an ethos where calm, purposeful learning could take place. Soon after her arrival, the headteacher identified improving the security and behaviour of pupils as fundamental to progress in all other areas. The setting of the school brings in many more pupils

than usual who are vulnerable and disadvantaged. It has been a target for repeated burglaries and threatening trespass by adults. Decisive action by the school has ended disruption and insecurity from external sources and, even more successfully, has promoted behaviour management policies that have transformed the pupils' demeanour and the atmosphere in the school.

59. The headteacher demonstrates by example the combined impact of intense care for individual pupils, complete consistency in rewarding good behaviour and a refusal to accept unpleasant behaviour. Staff are very effectively involved in formulating and updating policy and show strong commitment to implementing it. They all ensure that the 'golden rules' and other guides to good behaviour are prominently displayed and referred to positively on a daily basis. As a team, they implement this policy with a very high degree of consistency and, over time, a very secure, friendly environment for pupils to work in has been built up. It represents a major success on the part of the headteacher in setting a tone and gaining support from all staff for a demanding course of action.
60. Within this secure setting, the other major successes, especially of the last few years, have been the targeting of literacy and numeracy standards and the establishment of a wide range of formal and informal learning opportunities. The school has chosen to ensure a more significant place for non-core subjects in the curriculum and to offer more informal avenues for pupils to enjoy school and develop confidence and skills, for instance extra-curricular activities and projects promoted within the local Achievement Zone.
61. At the same time, the commitment to raising standards of literacy and numeracy has been relentlessly pursued. Training of co-ordinators, monitoring and support of colleagues by co-ordinators and greatly improved use of tracking in English and mathematics have all cumulatively improved provision. Current standards are now much better than those reflected in published test results, especially in English, where the pupils' work in Year 6 now matches national averages, despite their strongly disadvantaged starting point on entry to the school.
62. On balance, subject co-ordinators lead and manage well. The quality is good in many subjects and very good in English, ICT and the Foundation Stage. The main success of co-ordinators has been to design good schemes of work and encourage confidence amongst their colleagues. There is systematic monitoring of planning by teachers and considerable lesson observation in some subjects, but direct observation is not a feature of most: there is scope for more consistency in teaching and a more effective extension of best practice. The school shows a very good commitment to meeting the educational needs of all pupils. Provision for pupils with special educational needs is well managed, with good use being made of funds in providing well-focused and appropriate support so that support staffing levels are well above those seen in similar schools. The school's aims and objectives are reflected well in the high standard of the support team. The co-ordinator for special educational needs has put into place an effective structure for identifying and supporting pupils' individual needs. Provision for English as an additional language is good. Resources are used effectively to make sure that the pupils' understanding of language is being enhanced and the high-quality management helps pupils to make good progress in their learning. The work of the learning support assistants in class and during speech and language therapy sessions promotes language development. All pupils have equal opportunities for learning throughout the school and, whatever their needs, are valued equally as individuals by the staff, who work hard to make sure that they get the best from their time at school. For example, additional resources have been purchased specifically for one Arabic-speaking pupil.
63. The quality of financial management is very good. Regular auditing takes place and shows that funds are very effectively managed. The deployment of the budget is very effective because planning priorities are clear and these are appropriately supported. The unusually large carry-forward fund wisely anticipates the need to sustain support favourable staffing ratios during a period when pupil numbers are declining and liable to reduce the basic budget. The school is very successful at bidding for and using additional resources available through the local Education Action Zone and its involvement in the Excellence in Cities programme. Furthermore, far less money than usual is used on supply cover for teachers, because staff attendance rates are so

high. The headteacher and governors give close attention to comparing the school's academic and financial performance with those of other schools and are very successful at implementing good value-for-money policies.

64. The headteacher has thus been able to make the school secure against intrusion, to sustain favourable staffing ratios, buy in mentors and involve the school in several very stimulating local projects, such as the 'Silas Marner' production. All of these factors have directly contributed to improvement over time and the good achievement currently made by pupils.
65. The governing body contributes satisfactorily to the work of the school. Governors show a secure knowledge of its general strengths and weaknesses, by virtue of regular visits to the school and well-organised arrangements for receiving and discussing reports on the school. They do not show the level of detailed knowledge of strong and weak subjects that is now common amongst other governing bodies. However, they are good at ensuring that all their statutory duties are fulfilled. Their support for the headteacher and staff is very strong, especially at a personal and social level. Their ability to offer good strategic advice is more limited, because their deference to the headteacher's professional expertise is pronounced.

Staffing

66. The school's procedures for supporting new staff and newly qualified staff are good. Senior staff are appropriately allocated responsibility for the induction of new members of staff. New staff are quickly made to feel welcomed and valued, and as a result there is a good team spirit. The newly qualified teachers have attended a range of appropriate courses and report that they have been well supported since joining the school. The match of teachers to the demands of the curriculum is very good. There are specialist teachers in English and mathematics and the school makes good use of the subject expertise of individual teachers in other areas of the curriculum, for example, in design and technology. There are sufficient support staff, who are very well qualified and make a significant contribution to the learning of the pupils they support. Two of the teaching assistants already have degrees and are going to university to train as teachers.

Accommodation

67. Accommodation is satisfactory overall. It is very well maintained and pupils treat their surroundings with respect. The total capacity is good but the layout of the school has several defects: many rooms cannot be reached without staff or pupils having to go through other teaching spaces; the library is not central to the school, is too small and, in addition, is another space which can only rarely be accessed without disturbing teachers and pupils in adjacent areas. The school has however made very marked improvements since the previous inspection and further enhancement has been agreed and funded. In particular the perimeter fencing and CCTV equipment has made the grounds and the buildings secure and allowed the creation of useful and attractive landscaped areas as well as playing facilities. The end of regular burglary has also allowed redecoration and good day to day maintenance to establish the school as a pleasant learning environment.

Resources

68. Resource levels are now good. The ICT facilities of the school have been greatly improved since the last inspection and are heavily used by all year groups. Most other subjects are adequately or well resourced but there is a lack of balance in the equipment available for geography teaching and music.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. In order to continue the significant improvements of recent years, the headteacher, governors and staff should:

- (1) Increase the emphasis on practical and investigative work in science and mathematics.
(See paragraphs 30, 101, 109, 111)
- (2) Use marking and assessment more effectively to raise expectations in science and the foundation subjects, especially by:
 - providing comments that help pupils to see how to improve;
 - using National Curriculum assessment data to provide appropriate levels of challenge for the full range of pupils.*(See paragraphs 22, 49, 91, 92, 105, 111, 153)*
- (3) Establishing lesson observation of and by subject co-ordinators as a regular feature of monitoring and support in order to encourage consistency and the spread of best practice in teaching.
(See paragraphs 62, 93, 105, 113, 155)

Minor issues:

- Attendance, while much improved, is still below average levels. Pupils' absences continue to hinder their learning.
(See paragraph 14)
- Access to the library is difficult and hinders moves to promote pupils' independent study skills.
(See paragraph 67)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	66

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	23	13	0	0	0
Percentage	2.1	21.3	48.9	27.7	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

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)	17	161
Number of full-time pupils known to be eligible for free school meals	8	86

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	1
Number of pupils on the school's special educational needs register	6	58

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	55
Pupils who left the school other than at the usual time of leaving	26

Attendance

Authorised absence

	%
School data	6.0

Unauthorised absence

	%
School data	0.4

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	12	15	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	7	8
	Girls	10	11	12
	Total	18	18	20
Percentage of pupils at NC level 2 or above	School	67 (62)	67 (65)	74 (85)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	9	9
	Girls	10	11	12
	Total	18	20	21
Percentage of pupils at NC level 2 or above	School	67 (58)	74 (69)	78 (77)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	18	15	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	15	16
	Girls	11	10	11
	Total	21	25	27
Percentage of pupils at NC level 4 or above	School	64 (67)	76 (80)	82 (90)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	12
	Girls	7	6	10
	Total	15	16	22
Percentage of pupils at NC level 4 or above	School	45 (43)	48 (73)	67 (83)
	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
134	0	0
0	0	0
3	0	0
6	0	0
0	0	0
0	0	0
0	0	0
0	0	0
4	0	0
0	0	0
0	0	0
0	0	0
6	0	0
0	0	0
0	0	0
1	0	0
7	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)	7
Number of pupils per qualified teacher	23
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	314

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	17.0
Total number of education support staff	1
Total aggregate hours worked per week	33

Financial information

Financial year	2002-2003
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	£
Total income	658,413
Total expenditure	640,016
Expenditure per pupil	3,062
Balance brought forward from previous year	115,630
Balance carried forward to next year	134,027

Number of pupils per FTE adult	9.0
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0.2
Number of teachers appointed to the school during the last two years	1

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	178
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	0	0	0
My child is making good progress in school.	75	23	0	2	0
Behaviour in the school is good.	64	36	0	0	0
My child gets the right amount of work to do at home.	61	30	6	2	2
The teaching is good.	84	12	2	0	0
I am kept well informed about how my child is getting on.	67	27	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	91	9	0	0	0
The school expects my child to work hard and achieve his or her best.	88	13	0	0	0
The school works closely with parents.	75	17	3	0	5
The school is well led and managed.	80	20	0	0	0
The school is helping my child become mature and responsible.	80	20	0	0	0
The school provides an interesting range of activities outside lessons.	69	19	9	0	2

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

Provision for the Foundation Stage is **very good**.

Strengths

- Leadership and management.
- Close working relationships within the unit.
- The safe and secure environment created within the unit, which helps pupils, especially in the Nursery, to settle well.
- Breadth of opportunities provided through planning and preparation of learning activities and the use of assessment.
- Excellent storytelling skills that encourage the love of reading and an interest in books.

Areas for improvement

- Accommodation for indoor sand and water play - the area provided has no natural light and can be claustrophobic.
- Structured outdoor play.

70. The overall provision for children in the Foundation Stage is very good and there has been good improvement since the previous inspection. This improvement results from changes in the organisation of the Foundation Stage and the closer working relationships that have been possible since the nursery class and reception class are now together and the staff within the Foundation stage share their responsibilities and resources more effectively. The establishment of a Foundation unit has enabled there to be greater continuity and stability for children.
71. Children join the Nursery on a part-time basis at the beginning of the year in which they are three; they move into the Reception class in the following year. Some children transfer to a Reception class in a local Roman Catholic primary school that does not have a nursery. The Thursday Mother and Toddler group provides an opportunity for children to be gradually introduced prior to September for half a term. During the inspection there were between 14 and 17 children attending part time in the nursery and 28 children in the Reception class.
72. Children enter the Nursery with a range of skills that are below and sometimes well below expectations for their age. Speaking and listening skills are well below expectation. Children make very good progress in the Foundation and almost two thirds of children enter Year 1 with skills that are in line with expectations for their age in most areas of development.

Personal, social and emotional development

73. Great emphasis is placed on social and emotional development and on providing a secure and supportive environment where children can learn. Children settle very well into the classes and are happy to come to school; they come in eager and confident. Children learn the routines very quickly and feel very secure in the environment provided in the Foundation unit. This security is the result of the very good role models provided by teachers and support staff and the way they encourage and support the children. The toddlers who come in on Thursday have only attended for three or four weeks and already know the routines and recognise where their pegs are.
74. Staff place great emphasis on establishing good relationships with the children and their parents and carers. In both classes the atmosphere is positive and children respond well by being confident and polite. Children are given opportunities to reflect on the beauty of nature and become aware of moral codes of behaviour. For instance, when listening to 'The Little Red Hen', in which the main character would not share with friends, a child immediately said, 'She's greedy'. The teaching of social skills is done through play and also supervised activities such as baking and reading. By the end of the Foundation Stage, most children have achieved expected

levels for their age. They clear away after themselves, know which aprons to wear for different activities and are able to undress and dress without assistance. All children have a clear understanding of the good behaviour expected and work well with their peers. They form good relationships with all adults in the unit and work well together. They know that their efforts are appreciated, as in displays of children's work.

Communication, language and literacy

75. On entry to the Nursery, the majority of children have well below average skills in speaking and listening. The very good teaching they receive helps them to make very good progress. Excellent storytelling gives children an interest in books and also develops their listening skills. The planned activities encourage speaking and listening skills. The children are encouraged to talk about what they are doing. By the end of the Foundation Stage, the majority of children achieve standards that are in line with expectations for their age.
76. In both Nursery and Reception classes, almost all children listen well and make appropriate comments in answer to questions. They know a range of songs and rhymes, recognise familiar stories and can recite what happens next. Reception class children had chosen a favourite book about a giant, which required them to be very quiet in case they woke the giant up. The teacher read in a whisper and at one point a child who coughed was 'shushed' in case she woke up the giant. Children are very attentive in listening to stories; because of the excellent story telling, their concentration and obvious enjoyment is seen in their expressions. Adults create a love of books and provide good role models, in their expressive reading, good questioning and the way they develop awareness in the written word.
77. Handwriting skills are introduced by the use of 'over writing' and 'under writing' of sentences and recording in their drawings. Children in the Nursery write their own names and simple sentences with clearly written letters, correctly formed. The Nursery and the Reception class walls have many examples of the children's work in both written and pictorial forms.

Mathematical development

78. The planning of activities ensures that children are given opportunities to develop their mathematical skills. Children make very good progress in this area of learning and most are in line to achieve the expected standards by the time they enter Year 1. In the Nursery, children successfully count to ten and some well beyond. They know the shapes of triangles, circles, squares and rectangles and use this knowledge in their play. In the Reception class, children used a variety of shapes to make pictures. In a class activity, children had to 'feel' shapes hidden from view and describe them to the rest of the class so that they could identify the shapes. The songs and rhymes that they learned help children to appreciate number and increase their vocabulary. Effective support in the Foundation stage ensures that children learn well and do not fear making mistakes in the process.

Knowledge and understanding of the world

79. Teachers and support staff provide opportunities within the classroom to ensure that children make good progress in their knowledge and understanding of the world. During the inspection, a feature of the week was 'Goldilocks and the Three Bears'. Using the story, the staff developed the theme of safety, reinforcing messages such as not going out without telling and not going into strange houses. The children had been promised a Goldilocks' picnic in the garden, for which they made sandwiches and flapjacks, tasting honey and jam to compare them. When it rained, staff secretly prepared and set the picnic out inside, to the awestruck delight of the children.
80. Reception children drew maps of their routes to school and labelled them. The sand and water play offers opportunities to experiment with shapes and measures, and working with play dough allows the use of various tools, rolling pins and cutters to create shapes and imaginative food. However, this area has no natural light and even with the lights on is not very bright. The dressing

up area was also 'themed', with large, medium and small beds and chairs to reinforce mathematical development. Children use the clothes and the props for imaginative play well. Both boys and girls join in all activities without differences being apparent.

Physical development

81. All children make very good progress in their physical development and are in line to achieve nationally expected standards by the time they reach Year 1. They run and move in a variety of ways, with good control. The outdoor play area provides a range of opportunities for children to develop their co-ordination skills in riding tricycles, scooters and cars in good weather. There is a variety of small play equipment, but fewer items of large equipment, other than the wheeled toys and tent items. An outdoor play programme exists and is used, but guided play is limited. Children make very good use of tools for painting, drawing and writing. They use scissors safely and cut out shapes with some accuracy. As a result of good teaching, children make very good progress in the use of pencils, paintbrushes and scissors.

Creative development

82. Children make good progress in this area of their development and most are in line to achieve the expected standards by the time they enter Year 1. Good provision is made on a daily basis for them to use crayons, pencils and paint. There are no painting easels and painting is restricted to a small area of tables near the reading area. Children are given good opportunities to choose where to work. They use the areas well without direct supervision and almost all children are very sensible. There is a lack of space for construction toys in the Nursery and only a small space in the Reception class.
83. Music is well planned and children are able to sing in tune with and without musical accompaniment. During assemblies they also join in with other older pupils. In a music session in the Nursery, the teacher used a variety of strategies to engage the children, with a positive, very enthusiastic response from the children. They followed instructions in playing, recognised various instruments and played rhythms using percussion instruments correctly.
84. Children made puppets of Goldilocks and the Three Bears and used these in a puppet show. Children in the audience behaved appropriately and the performers demonstrated a very good recall of the story.
85. Children have a very good start to their education in the Nursery and the Reception classes and make very good progress as result of the careful planning and preparation by the staff in the unit. The quality of assessment is very good and provides clear information on children's progress in order to inform future teaching and learning. The unit is very well led and managed with a shared commitment to working as a cohesive unit to improve children's educational opportunities. The majority of children achieve the expected levels in most areas and are well prepared to begin their work on the National Curriculum.

ENGLISH

Provision for English is **good**.

Strengths

- Leadership and management.
- Commitment of staff to raising standards.
- Good planning and preparation of lessons.
- Record keeping.
- Groupwork that meets pupils' individual needs.

Areas for improvement

- Assessment: data analysis does not inform planning for future learning as well as it should.
- Marking is inconsistent between different year groups.
- Setting individual targets for pupils is not systematically implemented.

86. Pupils make very good progress in the Foundation Stage from a very low base, and although two thirds of pupils in Year 1 are in line with national expectations, a significant number are still below. The mobility of pupils has an effect on standards, as it is not always the same cohort of pupils moving through the school. By the end of Year 6, pupils achieve standards that are in line with national expectations. A significant number achieve above the national expectation in all areas. This success is as a result of the concentrated effort made to improve pupils' skills through good teaching, planning and preparation and represents a good improvement since the previous inspection.
87. Pupils' speaking and listening skills develop well. They listen attentively and respond to teachers' questions with maturity in all years. They discuss and converse with confidence, although in whole-class work, higher-attaining pupils sometimes dominate if teachers do not intervene. The ability to concentrate, for sometimes long periods of time, is impressive. Pupils at the age of seven speak confidently and politely to adults and each other. Year 6 pupils interviewed were very confident, talked freely about their interests and answered questions courteously. Pupils in all years are enthusiastic in their literacy lessons and participate willingly. The knowledge of grammar as they discussed the writing styles of the author Phillippa Pearce displayed in a Year 6 lesson was particularly impressive. A visit by the 'Alive and Kicking' theatre group provided Year 2 and 3 pupils with good opportunities to be involved in drama and discussion. They performed for their parents after school, showing very good recall of all they had learned during the day's events.
88. Pupils' reading skills on entry to Year 1 are below expectations. The foundation laid in the Nursery and Reception classes prepares pupils well to progress with reading scheme. By the time pupils reach the end of Year 2, higher-attaining pupils read fluently and expressively; lower-attaining pupils use phonic strategies in order to help them read. Pupils enjoy reading and can talk about books they have read and enjoyed. Although some Year 2 pupils struggle over the simplest words, several are above the national expectations. The library is reasonably well stocked with non-fiction texts and each classroom has its own mini-library. However, little use is made of the library area during lessons for independent study, as it is frequently used by support staff teaching withdrawal groups. Pupils at the end of Year 6 are confident, expressive readers and higher-attaining pupils read books beyond their age range. Lower attainers read fluently easier books and enjoy reading more challenging books for pleasure. Pupils in Year 6 choose books from the 'blurb' on the back, the size of the font and the illustrations. They know how the non-fiction in the library is organised and some visit their local library. Teachers keep careful records of their progress in reading.
89. In written work seen during the inspection, pupils have the opportunity to write for a variety of purposes. Some pupils in Year 2 are still at an early stage of handwriting, but letters are correctly formed, if sometimes a little uneven. Most work seen was well written in a good, clear and legible style. By the end of Year 6, pupils' writing is fluent and legible, writing is joined up and mainly in pen. The school has concentrated on improving handwriting and all pupils are now taught to write in a style that prepares them for joined-up writing.
90. Pupils in Years 5 and 6 had the opportunity to work with the Yorkshire Evening post on a school newspaper that contains an impressive amount of report writing, some of which shows real flair. Pupils also have written to their local MP, local councillors and officers about the state of a local park. Replies were received and the park has recently been refurbished. Some of the Year 2 pupils' letters were used in the drama workshop. These opportunities give pupils a purpose for writing that enhances the teaching in class. Use of punctuation develops in Year 2, and many use full stops and capital letters correctly. At the end of Year 6, pupils use punctuation meaningfully and with greater effect and accuracy.
91. Teaching in English is good. Teachers prepare and plan their lessons very well, and they keep very good records of pupils' progress. However, there is little recording of levels and pupils are not always sure of the standard they have achieved. The National Curriculum levels are displayed in some classrooms, but do not have a direct impact on pupils. Marking of books in Years 1, 3 and 6 is very good, indicating to pupils what they have done well and setting future targets. However, marking is not consistent and the marking strategy is not fully implemented at present by some

teachers. Groupwork is well organised; pupils across the school are well supported and the work set is appropriate for their needs as teachers know their pupils well. The support provided for pupils with special educational needs is very effective, especially in the groupwork situations.

92. Teachers have been provided with strategies to improve reading, handwriting and spelling. Assessment is developing, which should provide teachers with a framework for assessing all pupils' work in English. Writing assessment is currently being tried out and should give teachers more confidence in assessing attainment. In-service training has covered various aspects of the National Literacy Strategy and all permanent members of staff are familiar with planning for a variety of activities within a Literacy lesson. Management of the classroom is very good. Pupils in all classes are attentive and listen carefully to instructions. When working in groups, the vast majority in all years can work without direct supervision, which enables the teacher to provide support for small groups and monitor individual work. The good relationships between class teachers and support staff and their mutual respect gives children good role models. All teachers are committed to raising standards.
93. Leadership and management are very good. The literacy co-ordinator provides a clear vision for the development of English and supports staff well. Guidance and resources are well targeted and high standards are demonstrated and also expected of staff and pupils. The management of the broad and well-balanced curriculum is very good. Pupils are provided with a variety of experiences, many of them associated with 'real world' activities. The use of ICT is encouraged and good use is made of the suite of computers and interactive whiteboard in literacy lessons. The co-ordinator regularly monitors teachers' planning and pupils' books are sampled, but there has not been an opportunity this year to observe teachers teaching.

Literacy across the curriculum

94. The school has been awarded a quality mark for its basic skills. In areas of the curriculum other than English, the provision for literacy is variable. Within some subject areas, notably music and geography, pupils have the opportunity to enhance their skills. In music, good use is made of key words and there is scope for discussion. In geography, pupils wrote to a range of people, including local MP Hilary Benn, about the local park.
95. There is good practice in the Foundation unit, where staff talk and encourage children in discussion. Children who have few communication skills become fluent talkers by the end of the Foundation Stage.
96. However, in science there is an over-dependence on worksheets, which inhibits pupils' responses. Frequently teachers' use of closed questions does not offer the chance to answer in sentences. Activities such as the newspaper produced by Year 5 and 6 pupils with the Yorkshire Evening Post, the drama workshop with 'Alive and Kicking' with Year 2 and 3 pupils and the Year 6 'Silas Marner' project provide very good opportunities for a range of pupils to extend their skills and experience.
97. Most classrooms have displays that show key words for English and mathematics and occasionally for other subjects, if a topic is being displayed.

MATHEMATICS

Provision for mathematics is **good**.

Strengths

- Lessons are planned effectively to cater for all levels of ability, including talented pupils.
- Mental arithmetic and number work are developed well throughout the school.
- Pupils involve themselves fully in question and answer sessions.

Areas for improvement

- Insufficient emphasis on problem-solving.
- The limited use of ICT to extend mathematical skills.

98. At the end of Year 2 and Year 6, standards are below average. However, when these pupils started school their understanding of mathematics was very limited. As a result of consistently good teaching and positive attitudes to their work, all pupils, including those with special educational needs, make good progress across the school. Pupils in Year 6 have approached national tests very seriously, and many have taken advantage of the extra support offered by their teachers. The Easter school was well attended.
99. There is a clear focus at the beginning of every lesson when teachers continually stress the need to think about different strategies for working out calculations. They consistently urge pupils to explain 'how' and 'why.' This technique makes children think about their methods for calculation. Although some still require time – many younger ones still use their fingers to count – they know strategies that will help them. For example, pupils in Year 4 are quick to spot number bonds to 10 and 20 when adding together three numbers. Each pupil in this year group works well with a partner as they discuss strategies for solving problems involving halves and quarters. This good level of co-operation between pupils is a strong feature throughout the school.
100. Lessons are planned to ensure that every pupil can experience success. In a very good lesson in Year 2, the teacher varied her questioning so that pupils of all abilities were challenged. The follow-up work took account of the needs of all individuals in the class. Management of pupils – some of whom have a short attention span – is of a high order and is a telling factor in the success of lessons. The teacher in Year 3 quickly established clear guidelines for behaviour at the beginning of the lesson. As a result of this no nonsense approach, pupils worked busily throughout. Strategies for 'counting on' and 'counting back' are well established in this class. The teacher also ensured that a gifted pupil received work and support commensurate with her ability.
101. All teachers are fully committed to providing work that meets all aspects of the National Numeracy Strategy. There is an appropriate concentration on the development of number work. Constant reinforcement of key skills helps pupils to work more quickly. In all classes, there are opportunities to use their skills in investigations. For example, in a good Year 1 lesson, pupils systematically undertook an investigation into patterns of addition when rolling a dice, which worked well. However, scrutiny of pupils' books across the school shows that the use of problem-solving with appropriate challenge is still not undertaken consistently. As a result, pupils are less adaptable when faced with situations that require them to apply their skills.
102. Teachers know their pupils well and use praise fulsomely when it is deserved. The strong relationships that underpin the good achievement throughout the school is epitomised by those displayed in Year 6. Pupils are keen to learn and work in partnership with their teacher. In this class, the most competent pupils displayed a good understanding of percentages, decimals and fractions, and one pupil rapidly and accurately doubled from 1.2 to 614.4.
103. As a result of consistently good teaching, pupils' learning in lessons is always at least good. Many pupils find it difficult to retain basic knowledge, such as multiplication tables. Consequently, lessons often concentrate on consolidation of previous learning. As yet, ICT resources to support the curriculum are not fully integrated into schemes of work.
104. Support assistants play an important part in teaching. The quality of support is variable. A particularly good example was observed in Year 1, where the classroom assistant asked probing

questions and interventions were precisely targeted. The commitment of classroom assistants contributes to the good progress made by pupils with special educational needs.

105. The subject is well led. Schemes of work are scrutinised regularly. Although there is no formal system of target-setting and most marking of work is limited to ticks and crosses, teachers adjust their weekly plans according to pupils' progress. For example, in the Year 6 lesson observed, the teacher altered the original plan because pupils had not met expectations in the previous lesson. All teachers have been monitored and the two newly qualified teachers have received substantial support. Attention to detail is evident in the moderation of work samples and provides a sound framework that enables pupils to achieve well.
106. There have been significant improvements since the last inspection. Teaching is now consistently good and progress is much better, so that attainment is just below average. The curriculum is broader and pupils' attitudes to their work are now uniformly positive. Enlightened leadership has led to greatly improved planning of lessons. The capacity for further improvement is good, since pupils and teachers work well together to form genuine learning partnerships.

SCIENCE

Provision for science is **satisfactory**.

Strengths

- The high-quality teaching and learning.
- Good levels of achievement.
- The pupils' good attitudes to their learning.

Areas for improvement

- The use of assessment to provide challenging work for all abilities.
- The provision of opportunities for pupils to conduct experiments.

107. Standards attained by seven-year-olds are well below the national average. The attainment of 11-year-olds is below the national average. In comparison to the national average, these standards are lower than those recorded at the time of the last inspection, which reflects the lower standards being attained by pupils when they join the school. Pupils make good progress in their learning as a result of the good teaching they receive, and achieve well in relation to their prior attainment. There has been good improvement since the last inspection.
108. By the end of Year 2, pupils can conduct and record the results of experiments, for example, how far a car travels down a ramp. Higher attainers record their results clearly and accurately, but lower-attaining pupils sometimes experience difficulties in recording their work. Pupils identify the characteristics of plants and label a diagram of a flowering plant correctly. They have a good insight into the conditions needed for seeds to grow. Pupils identify forces, such as push and pull, and draw and explain electrical circuits accurately. They demonstrate a satisfactory understanding of the properties of different materials and have some insight into how different foods change when they are cooked. In lessons, pupils demonstrate a satisfactory understanding that different living things are found in various habitats.
109. By the end of Year 6, pupils can conduct and record the results of experiments in charts and graphs. Most pupils have a satisfactory understanding of the characteristics of living things, and describe how animals have become adapted to their environments. Higher-attaining pupils clearly describe the functions of the most important human and plant organs. For example, one explained how the liver 'gets rid of poisons out of the system'. However, the knowledge and understanding of some average and lower attainers are less secure. There are similar weaknesses in pupils' understanding of the functions of different plant organs. Pupils describe some methods, such as filtration for separating simple mixtures, and recognise that some changes are reversible while others are not. Higher-attaining pupils have a good understanding of

solids, liquids and gases and describe how the molecules of a solid are 'really close together', while those of gases are further apart. Pupils demonstrate a clear understanding of conductors and insulators and construct and draw electrical circuits. There are weaknesses in pupils' ability to compare and evaluate evidence, and draw appropriate conclusions.

110. The quality of teaching and learning is good, an improvement since the last inspection. Although teaching during the inspection was at least good, careful examination of pupils' previous work indicates a number of shortcomings. In lessons, teachers manage pupils well and consequently pupils behave well and try hard with their work. The relationships between staff and pupils and between the pupils themselves are good. Teachers value the contributions that pupils make, which promotes their self-esteem and encourages them to work harder. In the best lessons, teachers share the learning objectives so that pupils understand what they are expected to achieve. During the introduction to these lessons, teachers make good links with previous learning, and ensure that they build upon pupils' knowledge and understanding. In a very good lesson in Year 6, pupils were provided with very good opportunities to experiment, make observations and draw their own conclusions. The teacher provided clear instructions, which enabled the pupils to settle quickly to their tasks. He set high expectations of the pupils' effort and behaviour and in response, the pupils tried hard, worked well together as members of a group and enjoyed the activity. Throughout the lesson, the pupils were well supported, and thus made very good progress in their learning.
111. Examination of pupils' previous work indicates that some teachers give the same tasks to all pupils, with little consideration given to individual learning needs. This strategy sometimes leads to work not being completed by lower-attaining pupils and does not provide sufficient challenge to higher attainers. Assessment information is clearly not being used effectively to plan appropriate work that builds on pupils' previous learning. Teachers often rely too heavily on worksheets, which inhibits pupils' ability to record their own work and make connections in their learning. The quality of marking is satisfactory overall, but is variable. In the best examples, it informs pupils of the quality of their work and provides pointers for further improvement, but in many cases, work is simply marked with a tick.
112. The curriculum is satisfactory overall. The provision for pupils to develop skills of scientific enquiry has improved since the last inspection, but could be better still. There is good provision for pupils to apply their numeracy skills in this subject. For example, pupils use rulers and instruments such as force meters for measuring, and display their findings on charts and graphs. The overuse of worksheets in some classes limits the opportunities these pupils have to apply and improve their literacy skills. There are satisfactory opportunities to research scientific topics using the Internet, and to use computer programs to display and present their work. In physical education, teachers often make reference to the effect of exercise on the body, which supports pupils' learning in this subject. The assessment procedures to record and chart pupils' progress as they move through the school are generally satisfactory, but require improvement. Teachers assess pupils' learning appropriately in Years 2 and 6 and record pupils' progress as they move through the school. However, teachers' assessments are not always accurate, and the results of assessments are not always used effectively to plan the next stage of pupils' learning.
113. The leadership and management of the subject are satisfactory, with some good features. The subject co-ordinator works hard and has been instrumental in the positive developments in this subject since the last inspection. She regularly monitors teachers' planning and supports teachers informally, but does not rigorously check the standards pupils achieve or the progress they make.

ART AND DESIGN

Provision for art and design is **good**.

Strengths

- Good teaching and learning leading to good progress.
- Pupils' attitudes to their learning.
- The curriculum.
- Leadership and management.

Areas for improvement

- The use of computers.

113. Standards attained by pupils at the end of Year 2 and of Year 6 are average, with some good features. These standards are similar to those recorded at the time of the last inspection. As a result of good teaching, pupils achieve well in relation to their prior attainment. Pupils with special educational needs and those who speak English as an additional language are well supported in their learning and make good progress. There have been good improvements in the quality of teaching, the curriculum and the leadership and management of this subject since the last inspection.

114. By the end of Year 2, pupils can use a range of tools and materials appropriately. They mix watercolours to create shades and tones and use these to paint portraits of themselves and others. They know how to make darker colours lighter and where to mix the paint. Pupils display satisfactory appreciation of pattern, shape and perspective as they complete or extend pictures. Pupils study famous artists, for example, Paul Klee, L. S. Lowry and Van Gogh. Pupils in Year 2 created line drawings that reflected the style of Lowry, and pupils in Year 1 produced some impressive paintings capturing well the colour tones to be found in the landscape and sunflower paintings of Van Gogh. Pupils are provided with good opportunities to create pictures using a wide range of materials, for example, collages from magazine pictures, paper and fabrics, and block prints using string to create the patterns. Pupils create thumb pots and faces out of clay, and pieces of fruit from salt dough, which they carefully paint.
115. By the end of Year 6, pupils have studied and emulated the work of many artists, such as Georgia O'Keefe, William Morris and Joseph Turner. Pupils in Year 3 produced superb paintings of *The Fighting Temeraire*, capturing the hazy light and blend of colours that exemplifies the work of Turner. In Year 5, pupils produced some very good, detailed paintings of flowers in the style of Georgia O'Keefe. Year 6 studied the work of Monet and produced paintings of haystacks, using light colours in the background to make objects look far away. Pupils are provided with good opportunities to create pictures using a wide range of materials, for example, appliqué wall hangings that tell the story of Perseus and Danae, and collages using photographs, coloured paper and pictures from magazines to mirror different locations. In discussions, pupils in Year 6 recalled how they had particularly enjoyed making and decorating masks made from plaster of Paris, during a trip to a local farm.
116. The quality of teaching and learning is good. In many lessons, pupils are taught the skills of colour mixing and observational drawings well. Teachers encourage pupils to look carefully and often use examples of different shades to help the pupils to recognise and realise subtle differences. At the beginning of lessons, teachers remind pupils of the work they have done previously and effectively build on this work. In a very good lesson in a Year 1 class, there were good opportunities to discuss the shape and colour of the fruit the pupils were to paint. Both the teacher and the learning support assistant demonstrated well the key skills of blending colours and how best to use a paintbrush. Pupils concentrated well and moved to their activities with little fuss. As a result of the support they received, they made very good progress in their learning.
117. There is good guidance to underpin the development of pupils' skills, knowledge and understanding, an improvement since the last inspection. Visiting artists contribute well to the curriculum, providing pupils with opportunities to develop skills of weaving 'withies', for example. Teachers use art well to support and enrich other subjects, for example, history, geography and music. They make satisfactory use of sketchbooks for developing pupils' skills of designing and practising shading, line and shape, and of computers. In Year 1, for instance, pupils create pictures of faces, trees, fruit and vehicles and use 'flood fill' to create highlights of colour. Year 3 pupils created a design of repeating patterns in the style of William Morris. This use of ICT could be substantially expanded. There are satisfactory procedures for assessing or monitoring the standards pupils achieve as they move through the school. The subject co-ordinator has good knowledge of the subject and provides sound leadership. She monitors teachers' planning and offers good support and guidance.

DESIGN AND TECHNOLOGY

Overall provision for design and technology is **good**.

Strengths

- Good teaching and learning leading to good achievement.
- Pupils' attitudes to their learning.
- The curriculum.
- Leadership and management.

Areas for improvement:

- The use of computers.

118. Standards attained by seven- and 11-year-olds are average. Pupils achieve well in relation to their prior attainment. Pupils with special educational needs and those who speak English as an additional language are well supported in their learning and make good progress. Since the last inspection, there have been good improvements in the quality of teaching, the curriculum and leadership and management of this subject.
119. By the end of Year 2, pupils plan the making of items such as a puppet or a wheeled vehicle. They label their designs, indicating the features of the product and the materials to be used. When designing, pupils consider what methods to use to join materials together. When the products are complete, pupils evaluate whether they like what they have achieved and how they might improve them. They work with a range of recycled materials, card and textiles, developing their skills of cutting, sticking and joining. In Year 1, for example, pupils examined a range of pop-up books and then made their own books, using strips of card and split pins for sliders and levers to create the movement. In Year 2, pupils made stick and sock puppets, sewing and gluing pieces together and then adding features. In the same year, pupils made wheeled vehicles from card and recycled materials, gluing the parts together and finally painting the finished product.
120. By the end of Year 6, pupils carefully examine and disassemble everyday objects, for example, purses, to see how they are constructed and how they work. Based on their observations they generate ideas and plans about how they are to make their own. Year 4 pupils designed plans to make a money container after studying the fastenings and mechanisms of different purses and wallets. They chose their own fabrics and fasteners and produced work of good quality with great care and attention to detail. Year 5 pupils studied the packaging of cereal and sweet packets and identified the need for using bold designs and bright, attractive colours. With this in mind, they created their own packages. Year 6 studied the mechanisms of fairground rides and made their own designs, identifying different cogs and pulleys that would create the movement. In discussions, pupils in Year 6 spoke knowledgeably about how they had had guided robots and used light sensors at a local learning centre.
121. No teaching was observed during the inspection, but it is clear from the quality of the work to be seen in many classes and the progress that pupils are making that teaching and learning are good. There is now good guidance for the teaching of this subject. Pupils are provided with a wide range of opportunities to develop their skills, knowledge and understanding, including food technology. For example, pupils in Year 1 plan and make a fruit salad, learning skills of food preparation, and in Year 6, pupils designed and made different types of biscuits. The school also provides a popular after-school clubs where pupils build robots and learn how to control them. There are comparatively few opportunities for pupils to use computers. The subject co-ordinator is aware of this deficit and has plans to improve this provision. Pupils' achievements are now being recorded, but this is a new initiative and its effectiveness in raising standards is not yet proven. The good improvements in this subject are the result of the effective work of the knowledgeable and enthusiastic subject co-ordinator, who has worked effectively to raise the profile of the subject and to support colleagues, and who has a clear view of how to develop the subject further.

GEOGRAPHY

Provision for geography is **satisfactory**.

Strengths

- Above-average knowledge of the local area and some contrasting localities.
- Awareness of environmental issues and how to improve conditions.
- Very good use of ICT.
- Good balance in the scheme of work.

Areas for improvement

- Pupils' place knowledge is below average.
- Pupils' range of skills is limited by lack of map, photo and video resources.
- National Curriculum levels are not consistently used to plan for the highest possible attainment by pupils.

122. Pupils make sound progress in geography. They have very limited skills and knowledge on entry to the school, but by the end of Year 2, their standards are just below average. In some aspects of their work, such as their study of the local area, pupils show a secure grasp of geographical features and the techniques for carrying out and writing up fieldwork.
123. By the end of Year 6, their standards are again just below the average expected for their age. Strengths include their knowledge of rivers and their understanding of work studied in Year 5, especially the locality topics on Haworth and Chembakoli –a village in southern India. They show a better understanding than average of what makes settlements and communities distinctive. Across all years, they use ICT very well to pursue geography topics and their work indicates above-average competence in researching on the Internet. From Year 2 to Year 6 pupils again make satisfactory progress.
124. The teaching of geography is satisfactory overall. Aspects of the subject are taught well, with strong commitment, producing a high level of interest and good learning amongst pupils. Other elements are underplayed, such as the systematic development of the technical vocabulary associated with physical and human processes, the pupils' familiarity with Ordnance Survey maps, aerial and satellite photography and reliable vocational knowledge. The strengths are evident in such projects as 'Our Local Park', 'The Rainforest' and in contrasting locality studies: all show good teaching of investigative skills and the ability to help pupils to understand issues and the contrasting circumstances of different communities. All lessons are very well planned, though the skill of keeping all groups of pupils working at a challenging level is inconsistent. The co-ordination of the subject is good. Interesting topics have been selected promoting skills, locality studies and thematic work each year. However, the wide spacing of geography topics limits the effectiveness of teaching and learning: skills and knowledge cannot readily be taught cumulatively or regularly reinforced. As a result, pupils find it hard to recall earlier work. In lessons and in some topics, they show standards that match national ones, but they cannot build on this basis through frequent experiences of geography to reach the higher standards, as they do in some other subjects.
125. Available resources are used well. Support assistants are deployed effectively in lessons so that pupils with special educational needs or using English as an additional language make sound progress. However, pupils' learning is partly hindered by limited resources, especially photographic equipment, Ordnance Survey maps, video and practical fieldwork equipment.
126. The current curriculum has good quality, but somewhat widely spaced units. It lacks continuous 'running themes' to keep the subject constantly alive in pupils' minds – daily, brief references to people and places in different nations, for instance.
127. Despite these limitations, provision has improved very noticeably since the previous inspection.

HISTORY

Provision for history is **satisfactory**.

Strengths

- The good use of educational visits to enhance lessons.
- The development of research skills as pupils move through the school.

Areas for improvement

- Insufficient opportunities to promote extended writing.
- Organisation of activities to ensure that the full range of ability is catered for.
- Understanding of chronology in Years 1 and 2.

128. At the end of Year 2, standards are below average. Written work is largely confined to copying factual information or completing simple comprehension exercises. Elderly people are invited to come into the school to talk about their lives when they were young, including holidays they took, and this supports the 'Seaside Holidays' topic well. Pupils also benefit from their visit to the Toy Museum as they trace developments over the last century. Pupils have poor recall of previous work, and those interviewed were unable to recall pertinent details of famous people they had studied or to place important events in order. Reasons for events such as the sailing of the Mayflower are not understood. Nevertheless, in workbooks, pupils are able to form opinions when studying political figures like Nelson Mandela. A high-attaining pupil writes 'The white people hurt the black peoples' feelings and he had to do something about it'. Lower-attaining pupils can sequence sentences about the Great Fire of London.
129. From Years 3 to 6, there is an improvement in research skills, which leads to an understanding of the motives of Henry VIII in Year 3 and the daily lives of Vikings in Year 4. Folders about life in Victorian times indicate that pupils in Year 5 are beginning to look at issues such as infant mortality and child labour. Nevertheless, there is little evidence to show that work is planned so that pupils of different abilities tackle work pitched at different levels. Visits to a Victorian schoolroom, the Royal Armouries and Eden Camp have created a lasting impression and provide a focus for the interpretation of data.
130. The only lesson that it was possible to observe during the inspection was in Year 6, therefore no overall judgement on teaching was made. A focus on interpretation and research is helping pupils to reach average standards by the time they leave school, representing good progress. As part of a well-planned project, pupils were involved in significant levels of individual and group research into topics such as holidays and fashion since 1948. This lesson provided good opportunities for pupils to discuss issues in small groups and to share their conclusions with others. Strategic planning is focused effectively by the use of a 'procedural planner'. Pupils thoroughly enjoy using a good range of resources – including the Internet – to provide an evidence base from which to draw conclusions. Discussions with pupils in Year 6 indicate that they understand how teachers try to link history with other subjects.
131. Occasionally, imaginative writing enlivens coverage. Writing as an evacuee, a higher-attaining pupil in Year 4 wrote: 'Mother burst into tears every night because there was an empty bed'. A lower-attaining pupil captured the mood of the times: 'We all want to go home. We miss you'. Such evocative writing is, however, rare, since there is too much emphasis on straightforward recounting of facts.
132. The subject co-ordinator was unavoidably absent during the inspection. Nevertheless, organisation of schemes of work, assessment and overall monitoring indicate at least satisfactory leadership. Improvement since the previous inspection is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

Overall provision in ICT is **very good**.

Strengths

- The subject is very well led and managed.

- Pupils in Year 1 make very good progress.
- Schemes of work are challenging and well planned.

Areas for improvement

- Systematic use of new technology is not yet embedded in planning across the curriculum.

133. At the end of Years 2 and 6, standards are above average. Foundations for this high standard of achievement are firmly laid in Year 1. The co-ordinator of the subject also teaches this class and leads by example. An enthusiast, she takes every opportunity to introduce elements of ICT into her planning. She has also organised substantial support for other teachers so that teachers in later years can capitalise on the flying start achieved in Year 1. Pupils with special educational needs have been well supported through the use of programs with different levels, and pupils whose first language is not English also make good progress through the introduction of programs that use symbols.

134. In their first year, all pupils quickly learn a wide range of basic skills. They can log on and off and understand basic word processing, as when using word banks for their description of 'Our Day Out'. They benefit from substantial practice with 'click and drag' techniques, creating a range of pictograms. All are comfortable in the use of Textease as they combine colour, text and images in a 'Caribbean Country Rhyme'. Higher-attaining pupils can select, move and resize digital photographs of their classmates. All demonstrate good use of paint programs to, for example, create faces. There is good development of simulation in the creation of 'Fantasy Worlds' when, for example, pupils place three bears in a modern kitchen. All pupils have devised labelled information sheets for using a tape recorder.
135. Good teaching in Year 2 maintains the momentum of progress. Pupils begin to demonstrate independence and subtle use of pair work enables lower-attaining pupils to learn from others, as they consistently check on one another's input.
136. By the time they reach Year 4, most pupils reach standards normally achieved by 11 year olds. They can, for example, introduce repeat commands to create squares and predict what shapes would be produced using different commands. They clearly understand 'pen-up' and 'pen-down' commands, and access drop-down menus with ease. Continued good teaching is based on secure knowledge of the subject. All teachers have committed themselves to continuous upgrading of their own skills, so that they can provide good demonstrations and intervene to offer informed guidance and support. Although the Year 5 teacher could not be present during the inspection, she had carefully prepared pupils for a project to programme a traffic light sequence. This work provided a framework that helped the temporary teacher to maintain continuity. A commitment to forward planning is a fundamental strength throughout the school.
137. By the time they reach Year 6, almost all pupils are confident in their use of computers. They have, for instance, produced graphs about a child's growth over time, and used spreadsheets to plan an investigation into 'fast foods.' The interactive whiteboard is used imaginatively as pupils prepare 'Powerpoint' presentations intermingling sound with images and text. However, these pupils did not have the benefit of a computer suite until the beginning of Year 5. When they had to rely on single classroom computers, their progress was slower. In the past two years, they have moved on significantly.
138. ICT has a high profile in the school, largely owing to an enthusiastic and knowledgeable co-ordinator. There are good links with local schools, in, for example, sharing the moderation of assessments. There are good internal assessment procedures. The Achievement Zone has provided financial support for a number of projects. Year 6 pupils visited the City Learning Centre for a day to cover control elements and there was a major cross-curricular project with the Yorkshire Post. Since the last inspection, provision has improved significantly. The co-ordinator has a well-researched understanding of current standards, strengths and areas for development. The school has the determination and capacity to raise standards even further.

MUSIC

Provision for music is **good**.

Strengths

- Singing is above average in standard.
- Teaching and learning are good.
- Co-ordination of the subject is good.
- Pupils have very positive attitudes.

Areas for improvement

- Use of National Curriculum assessment criteria to plan and measure standards.
- Use of instruments for composing and performance.
- Monitoring by the co-ordinator through lesson observation.

139. The work of Year 2 pupils seen during the inspection is below national standards, but represents good achievement during their first few years in school. The majority enter the Foundation Stage with well below average skills and knowledge in music, but they make good progress in lessons and in other settings, such as assemblies.
140. By the end of Year 6, they have caught up even further and the standards of work seen matches those found nationally. Given their starting point, pupils as a whole have achieved very well by the end of Year 6. They are particularly good at singing: the standard of their performance in assemblies is above average in its clarity, in-tune melodic singing and tone quality. Pupils show a strong, reliable grasp of rhythm in their singing. In addition, Year 6 pupils have composed songs and recorded some of these, in conjunction with other schools. The compositional skills in some of these songs is above average. Pupils in all years have regular opportunities to listen to music and appraise what they hear.
141. To date there has been much less emphasis on performing and composing using pitched instruments than on singing. Resources are limited in this respect and pupils have too few opportunities to reach average standards by the time they leave school. Peripatetic instrumental teachers do not visit this school as they do others, largely for financial reasons.
142. In a Year 1 lesson, pupils showed very good skills at hearing the points at which they should sing in unison, split into part singing, move to listening to the melody and resume singing. In a very well-taught Year 6 lesson, pupils showed a good grasp of an extract of Verdi's *Rigoletto*. The stance of the principal singers and much of the plot was very readily grasped.
143. While aspects of the music curriculum required greater prominence, the subject already offers much to pupils and they make good progress, because teaching and learning in lessons are good and because the subject is well led and managed. Teachers show a good grasp of the subject and are good at helping pupils to learn systematically and securely. All lessons succeed in communicating a love of the subject and gaining a positive response. The best are carefully planned and involve very strict procedures. In a very well taught Year 6 lesson on Verdi, for instance, pupils were imaginatively involved from the outset; and in a Year 1 lesson with excellent teaching pupils had exemplary practical guidance on the use of instruments and on following instructions while listening to the music.
144. Their progress is monitored by the co-ordinator through her direct contact with all year groups in singing lessons. Assessment data is securely used, though there is scope for the higher levels to be used more in planning and reviewing attainment. Above all, the management and teaching of the subject have established it as something pupils enjoy and succeed in. In addition, music makes a very good contribution to pupils' spiritual, social and cultural development: it offers considerable scope for reflection and awareness of beauty; it strongly promotes working together and it introduces pupils, in some depth, to music as diverse as traditional Chinese compositions and Italian operas.
145. There has been good improvement since the last inspection.

PHYSICAL EDUCATION

Provision for physical education is **satisfactory**.

Strengths

- Extra-curricular activities enhance the broad curriculum.
- Good leadership ensures equal opportunity for all pupils.

Areas for improvement

- Organisation of lessons to cope with the full range of ability.
- More precise interventions to help pupils improve.

146. Standards are average at the end of Year 2 and Year 6. Attainment in games is fostered by a significant commitment to clubs and inter-school activities. Swimming is taught in Years 3 and 4. By the end of Year 4, approximately two out of five pupils can swim 25 metres.
147. Teaching and learning in physical education are both sound across the school as a whole. There are no areas of significant weakness and several areas of strength, notably the good quality of planning of lessons and the consistently good management of pupils.
148. Pupils in Years 1 and 2 use space satisfactorily because teachers stress the need for safe movement around the hall. On the whole, boys are less skilled than girls at analysing their work. Although teaching is well planned, guidance in dance and gymnastics tells pupils how to join movements together, rather than how to improve performance. Pupils in Year 1 move confidently onto and off apparatus and show reasonable co-ordination. When interpreting different elements of weather, such as wind, thunder and lightning in a dance sequence, higher-attaining Year 2 pupils expressed themselves imaginatively.
149. As pupils in Year 3 became immersed in a lead-up rounders game, they showed well-controlled, competitive instincts. They readily accepted when they were 'out' and began to think about tactics as they realised the importance of teamwork. Some pupils show good technique in catching a ball. A good lesson in Year 6 allowed pupils to experiment with Twentieth Century dance styles. The teacher had picked out noteworthy performances to highlight different interpretations. All pupils responded to 'Night Fever' with gusto. Then, when required to evaluate one another's performance, some were able to identify qualities such as 'balance' and 'rhythm'.
150. The co-ordinator has a good overview of all developments. Teachers' plans are monitored regularly and annual assessments are matched to levels that have been agreed in Leeds. A project linking physical education and mathematics has been implemented successfully. A visiting dancer has helped pupils in Year 3 to devise a dance about 'Contrasting Localities', successfully interpreting differences between Leeds and a rural environment. Out-of-hours provision has successfully allowed pupils to improve their skills in sports competitions and to bring credit on themselves and the school.
151. Standards are much the same as those reported in the previous inspection, but assessment procedures are much better. The school has recently received an 'Activemark' from Sport England for its 'promotion of physical activity'.

RELIGIOUS EDUCATION

Provision for religious education is **satisfactory**.

Strengths

- Guidance and resources provided for teachers by the co-ordinator.
- Resources available in the library, and artefacts for religions other than Christianity.

Areas for improvement

- Assessment.
- Marking and completion of work set.
- Development of elements of the syllabus previously covered.

152. Standards in religious education are below expectations in all years, but pupils make satisfactory progress from a very low base. There was limited opportunity during the inspection to observe a range of religious education lessons, but pupils' books show significant coverage of the religious education syllabus in all years.

153. The school has adopted the Leeds Agreed Syllabus, which is supported with QCA units of work. The time allowed for religious education is adequate. Links are made with other subject areas, especially personal, social and health education. In Years 1 and 2, pupils learn about Christianity and Islam. The faiths taught in Years 3 to 6 are Christianity, Islam and Judaism. Some topics are repeated, but there is insufficient development when they are re-visited in Years 5. In many books seen, work was unfinished and unmarked. The targets set in the agreed syllabus give guidance about what pupils ought to know, but not the levels of attainment achieved.
154. Teaching is satisfactory overall. In the lessons observed, it was at least satisfactory and sometimes better. Teachers who taught well prepare carefully and devise different tasks to suit the ability of the pupils. In one lesson, which focused on the story of the 'Good Samaritan', children were able to recall features of the story and also discuss why the various people passed by and did not help. A pupil with limited English was enabled to join in the lesson. Topics in religious education are carefully planned to complement other work being done by pupils. A study of 'Victorians' in history takes in a visit for religious education to a local church built in Victorian times.
155. Leadership and management of religious education are satisfactory. All class teachers have sufficient resources to teach the topics for their classes. The co-ordinator monitors planning and samples work in pupils' books, but has not had the opportunity to observe lessons, except where she is supporting the class teacher.
156. Learning is satisfactory, with most higher-attaining pupils showing good knowledge of the topics. In lessons, pupils pay attention, concentrate and participate actively in discussion. Some experienced difficulty explaining what they understood in writing, but were able to do so effectively in discussion.
157. There are sufficient resources for religious education and the school has a good collection of artefacts to support teaching about Judaism and Christianity. Artefacts associated with Islam are more limited. Visits to local places of worship, a Methodist chapel, two different Anglican churches and the synagogue at Roundhay, have been undertaken. Videos are also available of different places of worship, and Ministers from the churches visited come into school to participate in lessons. The school library has an adequate stock of reference books for pupils' use in research. The use of ICT to produce front-page stories of the Crucifixion demonstrated good knowledge of the time, through a link with history, as well as the Easter story. Writing was creative and in appropriate newspaper style.
158. There has been satisfactory improvement since the previous inspection. There are some areas of concern that have not yet been fully addressed, such as unfinished work, unmarked books and effective assessment. However, good progress has been made in teaching and teachers' preparation for the subject. The co-ordinator has been given time to monitor planning and has sampled some books.