

INSPECTION REPORT

WYKEBECK PRIMARY SCHOOL

Leeds

LEA area: Leeds

Unique reference number: 107933

Headteacher: Mrs Lesley Jackson

Reporting inspector: Andrew Clark
21596

Dates of inspection: 16th – 19th June 2003

Inspection number: 246736

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

Gender of pupils: Mixed

School address: Brander Street
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Appropriate authority: The governing body

Name of chair of governors: Mrs Gill Rob-Webb

Date of previous inspection: 4th June 2001

INFORMATION ABOUT THE INSPECTION TEAM

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<p>Andrew Clark Registered inspector 21596</p>	<p>Science Design and technology Physical education Education inclusion</p>	<p>What sort of school is it? School's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?</p>
<p>Richard Barnard Lay inspector 13526</p>		<p>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?</p>
<p>Susan Macintosh Team inspector 20368</p>	<p>English Geography Religious education English as an additional language</p>	
<p>Kath Hurt Team inspector 24895</p>	<p>Information and communication technology History Foundation Stage</p>	<p>How good are the curricular and other opportunities offered to pupils?</p>
<p>Mike Fowler Team inspector 19852</p>	<p>Mathematics Art and design Music Special educational needs</p>	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a larger than average community primary school in Leeds. There are 226 boys and girls on roll and 57 children who attend the nursery part-time. The majority of pupils are from white British backgrounds. About five per cent of pupils are from different ethnic backgrounds including Asian, African and Chinese. Five pupils have English as an additional language, which is about average, including two pupils at an early stage of acquiring English. Fifty per cent of the pupils are eligible for a free school meal, which is well above the national average. Thirty-three per cent of pupils are on the school's register of special educational needs, which is above average, and three per cent have a statement of special educational needs, also above average. The pupils' needs include a wide range of learning, communication and physical difficulties. The school is in an urban area with significant social and economic hardships. The nursery serves a large area and about 30 per cent of children who start nursery go on to other schools in the area. The proportion of pupils who start or leave the school other than at the usual times is above average. The children's attainment is very low when they start school.

HOW GOOD THE SCHOOL IS

This is a sound school with many good features. The standards are too low by the time pupils leave school but they are rising well in the infants and lower juniors and progress is now good. The quality of teaching is good and helps the pupils become better learners. The pupils' behaviour and attitudes are good but attendance is poor. The school is well led and managed and the governors provide good support. The school gives satisfactory value for money.

What the school does well

- The quality of teaching is good and as a result most pupils achieve well.
- The leadership and management are effective in moving the school forward.
- Pupils are polite, well behaved and have a sense of their own worth because of the good systems for promoting pupils' personal, social and academic development.
- The good provision for pupils with special educational needs and those with English as an additional language enables them to make good progress

What could be improved

- Standards in English, mathematics and science.
- Attendance.
- Parental involvement in their children's learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since it was last inspected in June 2001. However, although pupils make better progress through the school, there is still an urgent need to improve standards by the end of Year 6. The quality of leadership and management, particularly the role of the governing body, is much better and now provides the school with a good basis on which to develop. The procedures for assessing pupils' work are now good and are generally used well. The quality of teaching has improved and is now good and is helping standards to rise.

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*	E*
Mathematics	E	D	E*	E*
Science	E	C	E*	E*

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

The standards had started to rise after the last inspection but fell sharply a year ago to levels which were much too low. They were in the bottom five per cent in the country. This was because there were very few pupils who attained high levels in national tests and a high proportion of pupils who achieved below expected levels. The low attainment was largely expected but several pupils did not achieve the targets set for them. This was partly because of the poor attendance of some pupils and the long-term absence, through injury and operations, of two senior staff, who taught this age group.

The standard of work in the infants has improved significantly over the last two years. Although standards in reading are well below the national average, and in writing and mathematics below average, they are above those of similar schools in reading and writing and well above in mathematics.

In the work seen, pupils' standards are still low in speaking and listening and below expectations in reading and writing. The pupils make good progress, however, from the very low start when they begin school. The speaking skills limit progress in learning in other subjects. In mathematics and science, standards seen are below expectations but pupils make good progress in many areas. The presentation of pupils' work is particularly good but pupils do not show enough independence in using their skills.

Standards in other subjects, except for information and communication technology and geography which are below, are at expected levels. There was not enough evidence to judge standards in physical education by Year 2.

The children make a good start in the Foundation Stage (the nursery and reception classes). Although progress is good the majority of children do not attain the goals expected for their age by the time they start Year 1.

The progress of pupils with special educational needs is good throughout the school because of good planning and support. The pupils with English as an additional language make good progress because their achievement is closely monitored and they are given good support.

Since the last inspection, pupils' achievement is much more consistently good through the school, but standards are not enough by the time the pupils leave for the high school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are interested in their work and take a pride in it. However, many pupils seem very tired in lessons and some have trouble concentrating.
Behaviour, in and out of classrooms	Good. There are very few incidents of bullying and pupils are polite and friendly.
Personal development and relationships	Good. Older pupils take on a good range of responsibilities. There are very good relationships between pupils and staff.
Attendance	Poor. Too many pupils are absent without good reason particularly in Year 6. This affects the standards reached. There has been steady improvement since the last inspection through good initiatives.

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.

There has been a good improvement to teaching since the last inspection and this is raising achievement. The teaching of English and mathematics is good throughout the school. The pupils' basic skills such as handwriting and mental mathematics are taught well. However, teachers do not make enough use of other subjects to extend writing and mathematical learning. The lessons are well planned and teachers make them interesting through a good range of strategies such as class, group and partner work. The teaching meets the needs of different abilities well and there are many practical activities for pupils to investigate, although the more able could be challenged more to think of their own questions for investigation in science. Children with special educational needs are supported well and teaching assistants make a good contribution to their learning. Pupils with English as an additional language make good progress because of the good teaching. The pupils learn to work quickly and present work neatly. However, they do not always think carefully enough about their work and forget important facts too often.

The children get a good start in nursery and reception because of the systematic teaching of basic skills and development of children's social ability. The activities in the nursery do not always broaden the experiences of older children enough or move their learning on.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Planning is now effective in all subjects. There are many interesting visits for pupils and activities before and after school .
Provision for pupils with special educational needs	Good. The pupils are identified at an early stage and progress is closely monitored and supported.
Provision for pupils with English as an additional language	Good. The few pupils learning English as an additional language make good progress throughout the school because of the effective help they receive from teachers and teaching assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	This is very good. Pupils' moral and social development is promoted very well throughout the curriculum and pupils are aware that they are valued. Spiritual and cultural development is good. The school provides pupils with a good insight into the beliefs and values of others.
How well the school cares for its pupils	Very good. The school works with many different agencies to provide good support both in and out of school. Assessment procedures are good.

The parents' views of the school are positive. However, very few parents are actively involved in helping children learn through reading and homework and some do not turn up for meetings arranged for them. The curriculum is enriched by visits and visitors and links with the community such as doctors and the police.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and senior staff have set the school on a clear path for future improvement. They work very well as a team and are committed and energetic.
How well the governors fulfil their responsibilities	Good. The governors fulfil their statutory requirements well and are organised efficiently. They challenge the school to improve.
The school's evaluation of its performance	This is now good. Detailed and regular information on pupils' progress and teaching, and parents and pupils' views are available to school managers and these are analysed well.
The strategic use of resources	Generally good. Resources for learning are used well with the exception of information and communication technology, which is not yet used in other subjects effectively.

Staffing levels are good and teaching assistants are used well. The accommodation is satisfactory. The governing body apply the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children enjoy school.• The teaching is good.• Pupils become mature and responsible.• The school is well led.	<ul style="list-style-type: none">• The links with parents.• Extra-curricular activities.• Behaviour.

Only 17 parents responded to a questionnaire before the inspection and seven attended a meeting for them. All expressed positive views, particularly about improvements since the appointment of the current headteacher. The team largely disagrees with the concerns of a small proportion of parents. The school encourages parents to be involved in their children's learning, but opportunities are not always taken up. However, more could be done to inform and involve parents of nursery children. The extra-curricular activities are good, as is behaviour.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There has been satisfactory improvement in most pupils' achievement since the last inspection in 2001. In spite of this, standards are still very low by the time pupils leave school.
2. Standards at the end of the juniors are much too low in English, mathematics and science, particularly in English, and the school needs to continue to give this urgent attention. The standards in national tests at Year 6 in 2002 were in the bottom five per cent nationally in all three subjects. They were particularly low for a number of reasons including significant staffing difficulties through injury and operations, the high level of pupils with special educational needs and pupils' poor attendance. These factors contributed to standards which were well below the national average and well below those of similar schools. The trend of improvement has been below average. The low attainment was largely predicted through the school's assessment and target-setting processes. It is also a fact that improvements put into place since the last inspections have had insufficient time to impact on that year group. This is partly the case for the current Year 6, but there are good indications of improvement, especially in mathematics and science. In 2002 there were very few pupils who attained higher levels, and a high proportion working at lower levels in all three subjects. Many of these pupils did not make enough progress through school which was reflected in the work seen by inspectors at the time of the last report. The school's results are affected by the number of pupils who start or leave school during their time in the juniors, with several pupils returning to the school and leaving again because of family circumstances. The pupils' attendance is also a significant contributory factor to low attainment. The school is taking strong initiatives to address these barriers to learning but there is still a long way to go.
3. The standards by the end of the infants, Year 2, are improving well. Although they are well below average for reading and below average for writing, they are above standards for similar schools in both subjects and well above for mathematics. There are signs of continued improvements in the current Year 2 classes and teachers' assessments indicate particular improvement to the percentage of pupils working at higher levels in reading and writing.
4. The pupils are now making satisfactory progress through the school and there are none of the inconsistencies seen at the last report because the overall quality of teaching has improved to a good level, and planning is more secure, especially for English and mathematics. The rise in standards at the end of the infants is being robustly built upon in Years 3 and 4 where the majority of pupils are now working at expected levels.
5. Standards in speaking and listening are too low throughout the school and this has an impact on pupils' literacy skills. Pupils do not often speak at any length within the lessons and do not use a very well chosen vocabulary. The teachers use a good range of techniques to address this, such as allowing pupils to talk in pairs and intervening in their discussions before explaining their ideas to the class, but pupils too often speak in short sentences and one-word answers. They often forget the correct words to use in different subjects, even though these have previously been taught. In their play pupils use simple language and do not listen well to each other. There are not enough opportunities for pupils to speak at any length and teachers do not make enough use of role-play and drama.
6. The considerable work in English that has been undertaken since the last inspection is making a general improvement to learning and is very focused on pupils' needs. Pupils are making good progress in reading from their low start and standards are closer to the national expectations throughout the school than they were at the time of the last inspection. This is

because of a good range of opportunities for pupils to read in groups and learn from the teachers' skilful guidance.

7. Pupils' writing is well below average overall. Much of the writing is short and lacks imagination. A good feature is the quality of pupils' handwriting and the presentation of their work. Pupils no longer do too many exercises for writing but there are not enough opportunities for pupils to write at length and adopt the style and vocabulary to suit other subjects. Teachers are making good use of techniques such as modelling types of writing to encourage better structure.
8. Standards in mathematics for the current pupils are improving and in Year 2 pupils are working at expected levels overall. By Year 6, they are below expected levels but also improving. Pupils' progress is often good from the levels they enter school with. Pupils are building steadily on their numeracy skills through good teaching although they find estimating multiplication sums difficult. The pupils are not accurate enough in measuring work. They do not develop their skills enough through other subjects or through the use of information and communication technology.
9. In science, pupils' standards are similar to those in mathematics. The pupils have strengths in recording their ideas and working through experiments. This is because the teachers give plenty of first-hand practical experience. However, the pupils do not retain facts well and do not often show curiosity. Work is well presented.
10. Standards in information and communication technology are below average. There have been good improvements to the teachers' knowledge in word processing and this is having an impact, but there is not enough use of information and communication technology in other subjects and consequently many pupils are not yet very independent.
11. In all other subjects except geography standards are in line with expected levels and this marks at least satisfactory improvement. Standards in geography are below average. Throughout school, however, the pupils' weak speaking skills and ability to retain facts impair aspects of their learning.
12. The attainment and progress of pupils with special education needs are good. Their progress is good in relation to the targets, which are carefully constructed for them by the special needs co-ordinator in line with their individual education plans. The careful and thorough assessment procedures that are carried out by the school mean that children with special educational needs are quickly recognised and supported in all areas of the curriculum and particularly in numeracy and literacy
13. Boys' attainment is below that of girls overall. This is not because they achieve less, but because a high proportion of the pupils with special educational needs are boys. Often these boys make good progress against their earlier learning because of the good support given to pupils with special educational needs. The teaching is equally challenging to both boys and girls.
14. Due to the good progress they make, the few pupils learning English as an additional language attain standards that are at least as good as the standards achieved by other pupils in the school. They are often better.
15. The children make good progress overall through the Foundation Stage (nursery and reception classes), Progress is better in the reception classes because activities are more purposeful and teaching is more challenging. The children start school with very low attainment, particularly in their language, numeracy and social skills. Despite the good teaching and progress, a high proportion of children do not reach the levels expected of them for their age in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. They are close to expected levels in physical development.

16. The targets set for pupils to attain are very challenging. They are discussed and agreed with the governing body and the local education authority. These are reviewed in the light of the increasingly good assessment procedures in school. The targets for Year 6 were not met in 2002 largely because the staffing difficulties limited the development and progress of good quality teaching in literacy and numeracy. These conditions no longer exist. The targets remain challenging but are likely to be met this year and are higher for subsequent years.
17. There is still a lot of work to do but the hard work and commitment of all staff and the clear leadership leave the school well placed to move forward.

Pupils' attitudes, values and personal development

18. Pupils' good behaviour and attitudes to school have a positive impact on their achievements and personal development. Attendance levels are poor and restrict achievement for some pupils. Standards are similar to, and in the case of personal development higher than, those reported at the previous inspection.
19. Most pupils like coming to school although several older pupils talk with negative attitudes about school and refer to others who regularly truant. There is a good response to extra-curricular activities and pupils' benefit in developing self-esteem and a sense of being valued which is often missing in their lives outside school.
20. Pupils show good attitudes to learning in most lessons. In the reception class children have established good work habits. In the majority of lessons observed throughout the school pupils show a good interest in their work and try hard to learn. For example in a Year 1 mathematics lesson pupils were very keen to engage in a range of activities to help them in subtractions involving numbers up to 20. At the end of the lesson many completed up to 30 calculations successfully. There are times when many pupils look tired and do not listen carefully and this limits their learning. Attitudes of many to reading are poor and few read on a regular basis at home.
21. Behaviour is generally good. There have been seven temporary exclusions and one permanent exclusion over the last year. These relate to a number of pupils with extensive social and personal problems who present very challenging and aggressive behaviour. Some pupils have been excluded previously from other schools. All members of staff work very hard to include these pupils and keep an orderly school. Most pupils are developing a good sense of fairness and awareness of the impact of their actions on others. This is more noticeable in the younger children. Some older children, especially girls in Year 6, show less consideration and courtesy.
22. Behaviour in assemblies and in the dining hall is generally good. Some boisterous behaviour was seen at playtimes and many bumps and scrapes occur especially at lunchtimes. No direct bullying was observed during the inspection but incidents are recorded and some older pupils refer to incidents, although they feel confident in the school's handling of issues. Pupils and parents have few worries about potential issues in relation to racist or sexist attitudes or behaviour.
23. The attitudes and behaviour of children with special education needs are consistently good throughout the school. The children are consistently engaged in the activities of the class and they are included and respond well. The children show a high degree of perseverance in their work and they respond appropriately to the structured support they are afforded. The attendance of pupils with special educational needs is carefully monitored and the school attendance policy and their good attendance have a positive effect upon the learning of pupils.
24. Pupils' personal development is good. Older pupils especially in Year 6 undertake a good range of duties and responsibilities, for example acting as lunchtime monitors. Pupils' independence and self-confidence are developed well, for example, when adding comments

to their own annual reports and responding to a questionnaire on their views about the school. One pupil wrote, "I have enjoyed learning about Romans, Vikings and Celts because I like learning about the past." In Year 1 the 'Child of the week' acts as a helper for the teacher and chooses a successor for the next week. Pupils show pride in their achievements especially when receiving rewards for good attitudes or effort. The personal development of pupils with special educational needs is good. It is clearly monitored by staff and pupils respond by persevering well and taking responsibility for their own learning. They are eager to succeed and show few signs of poor motivation or disaffection.

25. Pupils discuss moral values and social issues, such as respect, pride and citizenship. Religious education and personal, social and health education contribute well as do assemblies. Pupils' appreciation of art is stimulated well, for example through displays of work of famous artists and pupils' own interpretations.
26. Relationships are very good throughout the school. Pupils are friendly and chatty. The relationships between adults and pupils in lessons have a very positive effect on learning. For example, in a Year 5 science lesson very good relationships produced a very good response to skilful questions by the teacher. This ensures pupils participate fully in asking scientific questions and proposing possible experiments to check whether containers are waterproof. Pupils co-operate very well in pairs and groups.
27. Overall attendance levels are poor and are well below the national average. The level of unauthorised absences is much higher than average with almost half of the pupils affected in the current year. Attendance is low throughout the school but is worse in Year 6. Many pupils are regularly late. Overall levels have shown a steady improvement over the last three years including the number of pupils taking unauthorised absences. The main reasons for absence are:
 - poor parental support with many condoned absences;
 - pupils leaving the school being kept on register because the school is not informed;
 - pupils taking holidays in term time;
 - a small number with extensive absence due to illness or social problems.

Poor attendance has a significant detrimental influence on achievement for many pupils throughout the school as they miss lessons or parts of lessons.

HOW WELL ARE PUPILS TAUGHT?

28. The quality of teaching is good and is making a significant impact on the behaviour of the pupils, their attitudes to work and progress. This is a good improvement since the last inspection. Some of the teaching is very good and inspires the pupils to try their hardest and creates a desire in them to want to learn more. The teachers work well as team and give each other support by sharing their expertise in the subjects that they are responsible for. There are good procedures for teachers to plan together and this contributes well to the improved continuity in progress through the school. Pupils in the older classes work in sets of similar ability for English and mathematics and this has a positive impact on learning.
29. The quality of teaching in English and mathematics is now good. There is a good concentration on basic skills and this is effective in improving progress. For example, pupils' handwriting and presentation of work is good in all subjects. There is good teaching of mental computation skills in mathematics. In English there are not enough planned opportunities for pupils to improve writing skills through other subjects. In mathematics, more use could be made of other subjects to develop measuring and data-handling skills.
30. Where teaching is least effective it is because there is a lack of clarity about what the pupils are to learn and the pupils become confused about what they are expected to do. Occasionally, lessons are planned so that the activities are the same for all pupils and the

work is then not challenging enough for many of them. This happens too often in the nursery. The marking of pupils' work is variable and needs to be more consistent if all pupils are to benefit from the best practice. Where marking is of high quality pupils are given detailed written and oral feedback about the strengths and weaknesses of their work and what they need to do to improve. However, in a minority of cases pupils' work is merely ticked and no advice is given as to how they can do better.

31. Teaching has improved in a number of important areas. The systems for planning what is to be taught are good. Teachers are usually very clear what the objectives of the lesson are and these are shared with the pupils so that they are aware of what they have to do to succeed in the lesson. This leads to pupils learning effectively and having opportunities to check at the end of the lesson what they understand and what they need to do next. In the best lessons, for example in a Year 3 science lesson, the teachers expect the pupils to write the purpose of the lesson as a title and refer to it later. The systems for assessing what pupils know and can do have improved well and teachers now use the information about their progress to plan the next stage of their learning. This means that higher attaining pupils are usually given tasks that are challenging and allow them to do as well as they can. Teachers give constructive and supportive feedback throughout lessons and the result is that pupils work hard and show good levels of concentration.
32. The pupils largely enjoy learning and have positive relations with their teachers. This means that even pupils with special educational needs for emotional and behavioural difficulties are well managed and challenged. However, there are some weaknesses to the pupils' learning, which are common throughout the school and often persist despite the good teaching aiming to improve this. A high proportion of pupils appear tired through the day and show limited curiosity about their work. They do not think deeply about their work. In an English lesson in Year 5, for example, pupils had to identify prepositions in sentences. They had some key words to work with, such as 'over'. The sentences were well planned so that sometimes these words were prepositions, 'over the hill', and sometimes not, 'It was all over'. Despite discussing this, all the pupils marked the words as a preposition every time. When reading, they do not often think about the deeper messages in the story. The pupils often seem to have difficulty recalling facts they have learned in earlier lessons. In the best lessons teachers use a range of techniques such as games and quizzes to reinforce knowledge and revisit the previous lessons. They often set homework to improve learning, such as finding the meaning of scientific terms or historical facts. A few pupils make use of the Internet at home for this work. The limited speaking skills of many pupils mean that they do not always use the correct terms, in mathematics for example, and need prompting.
33. The teaching in the nursery and reception classes is good overall. It is at its best in the reception classes and gives the children a firm foundation for future learning. In the nursery teachers do not plan clearly enough for what children are to learn in the independent activities and do not make sure that children experience a full range. There is a particularly good focus on developing personal skills such as listening and sharing. Although information for parents is good, the parents in the nursery are not kept well informed enough about how the children are doing and what they could do to improve learning by working alongside them and ensuring they get a good night's sleep.
34. Teaching has many strengths. Teachers and support staff work very effectively as a team and are consistent in what they expect from the pupils. This means that very good use is made of the time in lessons and pupils are always aware of the tasks that they have to do. The relationships between the staff and the pupils are very good. Pupils are given opportunities to work independently and take some initiative in what they are learning. This needs developing as many pupils are still too reliant on their teachers to make decisions for them. This often leaves them with difficulties in tackling tests. The staff are warm, friendly and firm and treat pupils with respect. They trust them with responsibilities and expect them to persevere when they find the work to be difficult. This means that pupils develop a positive attitude towards what they are learning and work well in groups and pairs to overcome problems.

35. Pupils with special educational needs are taught well. The good progress that pupils make is unquestionably aided by the contribution of support staff. They are very clear about their role in lessons and frequently focus on individuals and groups who are in most need of support. Teachers identify pupils who are experiencing difficulties at an early stage and make sure that they are given additional support to help them with their learning. Pupils' individual education plans are precise and specific targets are set so those pupils can progress at the pace that is most suitable to them.
36. The few pupils learning English as an additional language benefit from the good overall teaching in the school. Through effective systems and practices, teachers monitor their progress closely. They receive additional support from teaching assistants in small groups, particularly in the early stages, so the planned work is tailored very closely to meet their needs. As a result of this good provision, these pupils make good progress from where they start when they join the school.
37. When teaching is very good, teachers question pupils skilfully, probing pupils to take decisions for themselves and express their own ideas and thoughts. In these lessons the teachers have a high level of expertise in what they are teaching, use additional resources imaginatively and succeed in capturing the attention and motivation of the pupils. As a result pupils are enthusiastic, actively engaged in the activities and learning quickly. Where teaching is particularly effective, it is because teachers make pupils think for themselves and set them problems to overcome by using their powers of deduction. This is so in mathematics and science when pupils are involved in experiments and have to prove that their answers are correct.
38. Teachers are confident to use a range of approaches in their teaching and are very effective in using resources and other adults directly in the pupils' learning. The teamwork in most classes is impressive and ensures that pupils get the most out of what is being taught. Teaching makes effective use of visits to supplement what is being taught in school and pupils find this very helpful in making their learning even more enjoyable.

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

39. The school provides a good curriculum for its pupils, covering the full range of subjects. The weaknesses in design and technology and religious education have been addressed, and improved planning for these means that all the requirements are now met. In information and communication technology there have been improvements so that skills are now taught systematically. However, there are still too few opportunities for pupils to develop their control skills, and to strengthen their word processing and data-handling skills by using them in subjects like English, science and mathematics.
40. Planning systems are in place for all subjects and provide a sound steer for teachers' lesson planning. They are particularly thorough and effective in literacy and numeracy where there have been considerable improvements in identifying and planning work for the different abilities in each class. The National Literacy and Numeracy Strategies are now having a good impact, as seen in the improved teaching found in this inspection. There are promising links between subjects that strengthen pupils learning. For example, pupils made good progress in developing their reading skills and their knowledge and understanding of life in the past when they shared books like 'When Gran was a Child' and 'Changes at Home' in a Year 1 literacy lesson.

41. The curriculum for children in the Foundation Stage provides a good range of experiences that children obviously enjoy. The planning in the reception classes is particularly effective because it is thorough, and clearly highlights what children of different abilities are to learn as they work on each area of learning. As a result, children make good strides in their progress, particularly in areas like literacy, mathematical and physical development. Planning in the nursery is not detailed enough. It lacks clarity about what children are to learn as they work on activities. This slows the progress of older and more able children significantly because they repeat activities that are similar to those set for others. More could be done to adapt activities for the different abilities in the class, and to help the adults see how best to intervene and move children forward in their learning.
42. As in the last inspection, the school is effective in ensuring that all pupils are fully included. Whatever their background or ability, pupils have full and equal access to all activities. Teachers are well aware of the different abilities of their pupils, including those children with special needs or new to the English language. They and the learning support assistants do their best to support them in lessons. The few pupils learning English as an additional language have additional effective support where needed to ensure they have full access to the curriculum.
43. The provision for pupils with special educational needs is good. The curriculum of the school has been carefully planned and takes clear account of the learning needs of pupils with special educational needs. This provides children with full access to the curriculum which for many is further extended by access to out-of-school activities, including those provided by the learning mentor. The planning carried out by individual teachers for their classes makes clear recognition of the needs of pupils with special needs, and the tasks provided for them within lessons are clearly matched to their needs. When children achieve success their progress is celebrated well in assemblies and other children are genuinely pleased for them. Opportunities are afforded for all pupils to be fully included in the activities such as experiencing the wearing of a Roman soldier's helmet, recording the event in a digital photograph and being supported well in writing about the experience. The school policy for special educational needs is appropriate and due consideration has been given to the access arrangements for pupils with disabilities and an action plan is being produced.
44. The school provides a good range of extra-curricular activities. The choir, violin tuition, visits to concerts and a performance by a woodwind trio all enrich pupils' musical experiences. The football club and involvement of students from Leeds Metropolitan University, who teach the children games in the playground, boost skills in physical education. Visits to Cannon Hall Farm, the Thackray Museum and the visitor who takes on the role of a Roman soldier all help to bring in valuable first-hand experiences that pupils remember well. The information and communication technology club is thriving and contributes to pupils' learning.
45. Some of these extra-curricular activities make a significant contribution to the very good provision for pupils' personal, social and health education. The school now has a draft policy and planning system that outlines the wide range of experiences that help pupils develop as sociable, responsible learners as they move through the school. In science, pupils are made aware of the dangers of drugs misuse when the 'D: Side' project visits school. Older pupils benefit from a sex education programme. There are many other experiences, like the 'Clean Gang' visit that boosts pupils' awareness of issues like staying healthy and the need for good hygiene. Others, like the 'Out of Order' plays, presented by Yorkshire Women's Theatre, do much to raise pupils' understanding of the impact of crime. The learning mentor provides invaluable support for those pupils with social, emotional and behaviour difficulties, helping them, in regular group activities, to overcome these barriers to their learning. For example, in one session several pupils developed a stronger sense of their own responsibilities and ways of showing respect for others. The discussion helped them identify how they could demonstrate these qualities in different circumstances, like holding the door so that others can pass through first.

46. The contribution made by the community is good. There is a strong emphasis on helping pupils develop understanding of their own responsibilities as a community member. As well as those already mentioned, the school and many local agencies, such as the local Anti-social Behaviour Unit, the fire and police services, work tirelessly together in raising pupils' awareness of issues like crime that challenge the school and local community. The choir performs in the local church at Christmas and a local priest leads assemblies with thought-provoking themes. Older pupils in Years 5 and 6 visit the local snooker hall and make use of the multi-sports facilities at Fearnville Leisure Centre. Gipton Fire Service generously contributed the cost of transport that enabled younger pupils to visit a local farm. The liaison with other local schools is satisfactory. A range of visits by staff and pupils smoothes the transfer from Year 6 to several local secondary schools. Some teachers have visited local schools to observe the lessons of leading teachers. This has had a good impact that is best seen in the improved teaching in literacy and numeracy.
47. The school's arrangements for pupils' spiritual, moral, social and cultural development are very good. Daily acts of collective worship are of a broadly Christian character and meet statutory requirements. They contribute effectively to the quality of pupils' spiritual, moral, social and cultural development.
48. Provision for pupils' spiritual development is good. Teachers and visitors carefully prepare assemblies and successfully present pupils with opportunities to pray, be thoughtful and sing hymns together. The school provides pupils with very appropriate insights into their own and others' values and beliefs through religious education lessons and assemblies, for example when pupils explore the feelings, such as being worried or sad, of people like Peter when talking to Jesus. Teachers promote pupils' sense of wonder well through their work in lessons, for example when handling Hindu artefacts in religious education or when, in history, the Roman soldier removes the cover over the shield and reveals its intricate pattern. The school effectively promotes pupils' awareness of the beauty of the natural world, as when a teacher in Year 1 brings in a variety of fresh flowers from her garden for pupils to appreciate, using their senses.
49. The provision for pupils' social and moral development is very good and a strength of the school. It is this provision that affects all lessons and results in good behaviour and very good relationships. It is seen at its strongest in assemblies and in personal, social and health education lessons. The very good provision in personal, social and health education reflects well in pupils' attitudes, behaviour and maturity. For example, in Years 3 and 4, pupils explore themes like friendship when they list 'showing friendship' and 'not showing friendship', with feelings such as 'ignoring' and 'hurting'. Pupils in Year 5 appreciate the injustice of slavery when they learn about Abraham Lincoln and his work. When pupils write, "I like myself because..." this develops appreciation of good qualities like kindness. Class assemblies provide opportunities for pupils to reflect, for example, on what they would change in the world if they could, and why, and how they can make a difference by helping and being kind. Staff are consistent role models – in their relationships with each other and in the way they deal and talk with pupils. Teachers take time at the end of lessons to discuss inappropriate behaviour with pupils, who then go out to play calmly as a result. In Year 1 the teacher reminds pupils that they need to behave well at playtimes. Pupils suggest, 'be kind, sensible and share'. This prepares them well as they go out to play. Teachers make every effort to instil good attitudes and behaviour in pupils. Good opportunities are provided to work together – in pairs and small groups. In Years 3 and 4 pupils of different abilities work well together in pairs, including a statemented pupil. They work as a team, each with a particular job, and achieve well as a result. Pupils are used to working like this and settle quickly and work hard.
50. Timely reminders about playtimes and positive attitudes, together with thorough discussion of events that arise, promote pupils' moral and social development successfully. The school consults pupils about their views by questionnaires and discussions.

51. Provision for pupils' cultural development is good. Pupils have opportunities to listen to a range of music from different cultures, for example in assemblies, and to learn to play the violin in the school. Pupils acquire a sound understanding of the common themes of religion such as places of worship, holy books and festivals. Through the curriculum they come to understand aspects of society in the past, as when they reflect what it was like to be a Roman soldier in history, and society at present, for example in geography when they research the jobs that people do in the local area. There are good multi-cultural resources used in literacy and artefacts associated with the major faiths in religious education, for example a display of Hindu deities and a Puja set in a classroom. As an introduction to the Hindu festival of light, Diwali, pupils read the story of Rama and Sita. There are regular visits from the local Church of England vicar, but no opportunities to visit places of worship representing other faiths.
52. Young pupils find out about 'Special people in my community', such as a doctor, priest or fireman, some of whom come into school to talk to pupils about their work. Volunteers from the local business community regularly work with individual pupils to improve their reading.
53. Overall, the provision for pupils' spiritual, social, moral and cultural development makes a very good contribution to pupils' attitudes, behaviour and personal development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

54. The school provides very good care for its pupils and the school has successfully worked hard to enhance the good standards described in the previous report. Pupils are made to feel secure and cared for. The school affords a great deal of support and guidance to pupils with special educational needs through the co-ordinator, the learning mentor, teachers and the learning support assistants. Their work has a positive and clear impact upon the learning of these pupils.
55. When the behaviour of a few children is inappropriate whether in school or outside, they are very well supported by staff in developing a more appropriate pattern of behaviour.
56. Health and safety procedures and monitoring are very good. The school has adopted a very good policy and measures are in place to identify potential issues and assess risks. Security arrangements are very good and the school is clean and tidy. The school superintendent plays a key role in these areas and is rightly proud of the environment he helps to provide for the pupils. Child protection procedures and awareness are very good. The headteacher handles potential issues with a very sensitive approach and with very good support from other agencies. Members of staff all show an appropriate balance between sensitivity, confidentiality and thoroughness in their approach. Very good care is taken to ensure that pupils, especially the younger ones, are collected by a responsible person at the end of the day. First aid arrangements are very good with all staff receiving training. Pupils' personal development is monitored very well and staff provide very good personal support enabling most pupils to develop confidence and self-esteem. Each pupil is seen and treated as important by all staff. An awareness of health issues and home circumstances is given particular importance. The school is very successful in including and welcoming all pupils especially those excluded by other schools. Pupils new to the school are treated very well, enabling them to settle quickly.
57. Pupils' work is now clearly assessed by teachers, whether this is by thorough marking of written work or by using good questioning in order to clarify what has been learned. There are times when marking is quite brief and could be improved by more reference to wider targets but generally the comments made by teachers are positive, developmental and clear. Occasional references are made to pupil's judgements of their own learning but this practice is not yet widespread enough.
58. Teachers working with pupils with special educational needs take full account of the targets included in individual education plans.

59. The assessment of academic and personal development is good and teachers know the children well and are thorough in support of their personal development. The school has effective practices to identify how well pupils are making progress particularly in English, mathematics and science and considers the progress of various groups. These practices are carefully recorded in a thorough tracking system, which is used well to inform teachers' planning. The formal assessment procedures required at the end of key stage are observed well and results recorded and reported to parents as required. Careful account is also taken of pupils' personal development and this is also systematically recorded and reported to parents. The progress made by the few pupils with English as an additional language is carefully monitored and recorded and a separate analysis is made of their learning. This supports the good progress they make.
60. The assessment procedures enacted by the school are strong in identifying pupils with special needs and in using the results of this work to inform the production of individual plans. The school has appointed an assessment co-ordinator, who gives a strong lead to the work of all teachers.
61. Procedures for monitoring and promoting good behaviour are very effective. In particular there are now fewer exclusions. The behaviour policy with an emphasis on the use of rewards and praise has a very positive impact on improving most pupils' attitudes and behaviour. Very good support is given to individual pupils through a range of provision including the learning mentor and the multi-agency support team. The provision of a wide range of games and play equipment has a positive impact on standards of behaviour and relationships in the playground. Procedures to discourage and deal with bullying, racist or sexist behaviour are very good and any potential incidents are monitored and recorded rigorously.
62. Procedures for monitoring and promoting attendance are good and the data analysed well, particularly by the learning mentor, who works with more vulnerable pupils. Registers are well maintained allowing the school both to identify the reasons for non-attendance and also to take very quick action to chase up absences. The school takes great care to follow up pupils who may have moved from the school even though keeping them on the register increases the overall absence percentage. This is an excellent example of how the school always puts the needs of the children first. The provision of a breakfast club adds to the care given and attempts to help with punctuality.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

63. The partnership with parents is satisfactory. The quality of the links is similar to that described in the last inspection. The school works hard to improve them.
64. The involvement of the great majority of parents in their children's education and the life of the school is poor in spite of the good efforts of the school. Parents' lack of support and overall attitudes to education seriously hinder the pupils' standards at school. Parents do not value the importance of regular, prompt attendance despite the efforts of the school.
65. There is limited evidence of parents' views of the school because of the very low attendance at the parents' meeting, the very poor response to the pre-inspection survey and their reluctance to express their views during the inspection. However, the limited information that is available suggests that parents feel teaching is good and that the school helps the children to make good progress and to work hard. A small number of parents have some concerns over how closely the school works with them, the levels of extra-curricular provision, and the behaviour of pupils. Inspectors agree with the parents' positive views. Inspection evidence does not support parents' concerns; the school works closely with parents, the number of extra-curricular activities is good for a school of this type and behaviour is good.
66. Parents show little involvement in the work of the school with very few helping in classes or supporting reading at home. There is no parent teacher association. Parents are reluctant to

become parent governors. They do support events organised by the staff and school productions. Many send their children to school late or lacking sufficient sleep. They regularly condone absenteeism. The school is making good efforts to involve parents further in the school and their children's education. Newsletters are well presented and give good information on school life and termly topics and also on how parents could help in their children's learning. Annual reports give parents very good information on their children's progress; a very good feature to help parents is the 'next steps' entry indicating areas for development. The school has a very good 'open door' policy with staff readily available at the end of the school day.

67. Curriculum consultation sessions, although not well attended, are a further example of how the school tries to involve parents. The school makes positive efforts to consult with parents through questionnaires. The recently appointed learning mentor is developing a key service in bridging the gap between school and home. Arrangements to involve parents in the nursery are satisfactory.
68. The involvement of parents in supporting the special educational needs of the pupils is variable. A wide variety of approaches is used to develop support and involvement and any work done at home is valued by the school. Agencies outside the school are well used by the school to support the extra needs of pupils, particularly in regard to behaviour support. However, several parents do not take up the opportunities provided.

HOW WELL IS THE SCHOOL LED AND MANAGED?

69. The quality of leadership and management is now good. Leadership and management has seen significant improvement since the last inspection. The impact of this has been in raising the quality of teaching, improving standards in the infants and ensuring more consistency in the progress pupils make. Staff morale is high, despite the negative impact of the long-term absence of senior staff on teaching in Years 5 and 6 and in implementing change as fast as the school would wish. The headteacher has worked very closely with the local education authority adviser to address the serious weaknesses at the last inspection. The headteacher had only just been appointed at the last inspection two years ago.
70. The headteacher and senior staff, especially the deputy headteacher, set a realistic and challenging direction for the development of the school. They are very focused on raising attainment through imaginative and rigorous methods. These include:
- robust and regular monitoring of teaching and learning, especially in the core subjects;
 - regular feedback to staff;
 - thorough analysis of all available test data including national tests and assessments, voluntary tests and school-based assessments;
 - targets set for whole staff improvement and good use of performance management targets to improve the professionalism of individuals;
 - setting good examples to staff through their own teaching and through assemblies.
- These features have all developed well and are now integral to school management. There are very good records kept of the impacts of initiatives and action taken. This is reflected in the good assessment and target-setting procedures.
71. The most improved aspect since the last inspection is in the quality of governance, that is now good and provides a secure backbone to sustained improvement and to addressing the low standards. The chair of the governing body is energetic and well informed and holds the governors to account over all their decisions. The governors have received good training in how to use the information available from a wide range of sources, particularly academic and financial data, to contribute to the direction the school should take. They receive well-balanced reports from the headteacher based on school improvement planning and development from

the OFSTED action plan. The minutes of the committees show that the action plan is closely scrutinised to make sure the school is giving good value.

72. The subject co-ordinators for English and mathematics make a good contribution to leadership and management and have good first-hand knowledge of strengths and weaknesses in teaching and learning. This is more variable in other subjects. All co-ordinators have targets for improving their subjects and some time available. However, several co-ordinators are new to the posts or have had other significant priorities since the last inspection. There is room for faster development in some subjects, and particularly in considering how to promote speaking and listening, literacy and numeracy through their subjects.
73. Co-ordination of special educational needs provision is good and efficiently carried out. Communications are also good. The Foundation Stage is well led and managed and provision is good as a result.
74. The governors fulfil their statutory duties effectively, and sound education priorities are pursued and are well supported by financial planning. The specific grants awarded to the school are well used, particularly in making provision for children with special educational needs. The experience and qualifications of staff are well matched to the needs of the school in most areas and the accommodation allows the curriculum to be taught effectively. There is a good level of learning resources for the school's curriculum to be taught effectively to the pupils, whatever their particular needs and abilities.
75. The governing body takes an active interest in the review of special needs provision, policies and procedures and undertakes its duties to inform parents via the annual report. The special needs co-ordinator has a senior role in the school reflecting the emphasis given to provision. The school uses its funding for this area well by releasing the co-ordinator to scrutinise progress and support teachers and pupils.
76. A realistic and thorough approach is applied to the diagnosis of performance and the resolution of problems, and centres around the work of the senior management team and subject co-ordinators. The behaviour and attendance of pupils are well monitored, as is the development of staff working in the school. The strengths in leadership are having an impact on the learning of pupils, but the staffing difficulties have limited the impact on Years 5 and 6. This situation has been resolved. The management of finances is sound and supports the appropriate application of best value principles.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77. In order to raise standards further the headteacher, staff and governors should:

1. Raise standards in English by: (Paragraphs: 2,5,7,29,86-92,109)

- Improving speaking and listening skills
- Creating opportunities in all subjects, where appropriate, for pupils to write at length and with more imagination.

Raise standards in mathematics by: (Paragraphs: 2,8,29,93-108)

- Continuing the developments in numeracy and making more links to other subjects and situations.

Raise standards in *information and communication technology* by: (Paragraphs: 8,39,91,114, 137-141)

- Boosting confidence and expertise of all staff
- Improving the planning to develop the pupils' ICT skills across other subjects.

Raise standards in science by: (Paragraphs:9,37,109-114)

- Providing regular opportunities for pupils to raise questions and undertake their own investigations.

In all subjects: (Paragraphs: 11,20,86,103,109,122,129)

- Improve the pupils' thinking skills and their ability to recall facts.

2. Seek more effective ways of involving parents in ensuring their children's regular and prompt attendance. (Paragraphs: 2, 27,94,109)

3. Foster parental involvement in their child's education from their first contact with the school and more consistently afterwards. (Paragraphs: 64,66,68)

As well as the key issues above, the following less important issues should be considered for inclusion:

Planning in the nursery. (Paragraphs: 15,30,41)

Monitoring teaching and learning in subjects other than English and mathematics. (Paragraphs: 72,130,136,141)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	30	16	2	0	0
Percentage	0	17	52	28	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	29	226
Number of full-time pupils known to be eligible for free school meals	0	114

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	9	76

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence	%
School data	6.1
National comparative data	5.4

Unauthorised absence	%
School data	1.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	24	14	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	17	16
	Girls	13	14	14
	Total	29	31	30
Percentage of pupils at NC level 2 or above	School	76 (63)	82 (81)	79 (81)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	13	13	13
	Total	29	29	29
Percentage of pupils at NC level 2 or above	School	76 (74)	76 (78)	76 (85)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	22	16	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	5	11
	Girls	5	6	7
	Total	12	11	18
Percentage of pupils at NC level 4 or above	School	32 (62)	29 (72)	47 (86)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	11
	Girls	5	6	7
	Total	12	11	18
Percentage of pupils at NC level 4 or above	School	34 (62)	45 (70)	50 (86)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	216	6	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	1	1	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	3	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	1	0	0

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	13.8
Number of pupils per qualified teacher	19
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	293

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	3
Total aggregate hours worked per week	65
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Recruitment of teachers

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

Financial information

Financial year	2002/2003
	£
Total income	665,620
Total expenditure	649,122
Expenditure per pupil	3,127
Balance brought forward from previous year	41,000
Balance carried forward to next year	16,500

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	270
Number of questionnaires returned	15

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	33	7	0	0
My child is making good progress in school.	80	13	7	0	0
Behaviour in the school is good.	53	13	20	7	7
My child gets the right amount of work to do at home.	40	47	0	13	0
The teaching is good.	67	27	7	0	0
I am kept well informed about how my child is getting on.	67	27	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	80	13	7	0	0
The school expects my child to work hard and achieve his or her best.	67	27	7	0	0
The school works closely with parents.	60	27	13	0	0
The school is well led and managed.	67	13	7	7	7
The school is helping my child become mature and responsible.	67	20	0	7	7
The school provides an interesting range of activities outside lessons.	40	7	20	20	13

*Figures may not equate to 100% due to 'rounding up'

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

78. Children start in the nursery soon after their third birthday, moving on to the reception classes in the September when they are four years of age. Their attainment on entry to the school is very low across all the areas of learning, but particularly in communication, language and literacy. Overall, they achieve well in the Foundation Stage. As in the last inspection, the teaching is good overall. Consistently good teaching in the reception classes has improved the level of children's attainments since then. However, they are still below the expected levels. In all the areas of learning most children are unlikely to reach the goals for their age by the time they move into Year 1. Children in the nursery often appear tired and more could be done raise parents' awareness of how this slows children's progress.
79. Teachers provide interesting activities that children enjoy. There are good systems in place for checking what the children can do and what they need to learn next. Children's achievements are particularly good in the two reception classes where the teachers make very good use of their assessments to pitch work at suitably challenging levels for the range of abilities in the class. Progress is slower in the nursery where the 'free flow' system means that children choose their own activities, which are the same for everyone. Because the focus of some activities is not sufficiently clear, the adults are unsure how to intervene to speed children's learning. This means that children sometimes flit between the activities, repeating, rather than moving forward in their learning. This leads to some unsatisfactory teaching because it slows the progress of the older and more able children.

Personal, social and emotional development

80. The teaching in this area is good in all the classes, and so the children make good progress in co-operating, sharing and becoming independent, usually from a low starting point. The adults are caring, and set a good example for the children in their own teamwork and relationships. They encourage children to work together and resolve their differences amicably. In the nursery several children were filling a container in the sand tray. "Can I get some now?" asked one child as they took turns to spoon in the sand. Children move around the activities confidently because teachers make sure they understand the routines. The clear expectations of behaviour mean that there is a calm working atmosphere in all the classes. Children often flit around activities in the nursery. They soon lose interest without adult intervention. Children concentrate better in the reception classes where activities are more purposeful. The teachers insist that children concentrate. "Are you looking and listening?" is accompanied by lots of praise, which boosts their concentration, self-esteem and listening skills. Children are close to attaining the goals in this area of learning, but some still do not concentrate well enough or have enough confidence in doing things for themselves by the end of the reception year. They often wait for adults to tell them what to do, and concentrate better when directed by adults.

Communication, language and literacy

81. The teaching is good overall in this area due to effective teaching in the reception classes where the basic skills are taught and practised thoroughly. Children make good strides in this year, but few are likely to reach the goals set for their age. The speech and language skills of many children are very limited on entry. There is a good emphasis on extending these skills in all the classes. The adults take time to listen and encourage children when they talk to them. A tray of fruit successfully stimulated discussion in the nursery so that children learned their names. Teachers in the reception classes work tirelessly in challenging children to speak.

When one class was reading 'The Enormous Watermelon' story together, questions like "How did you work out that word?" prompted children to explain to others. However, their explanations are often limited to one-word answers, like "pictures". More could be done to extend these explanations by asking additional questions.

82. Children in the nursery enjoy listening to stories because the adults choose interesting stories and read them expressively. Few children show interest in the text, however, and find it hard to talk about the stories they hear. The adults in the reception classes all provide a good boost to children's knowledge of letter sounds and ability to read simple words and phrases. They know exactly what each group of children needs to learn next. Activities and adult helpers are clearly focused on helping children achieve these steps. Children try hard because adults encourage them to want to learn. "You've never done this before," said the teacher in one lesson. This challenges children to try and their success raises their self-esteem considerably. Children with special educational needs benefit from short sessions with a classroom assistant who carefully notes what they can and cannot do. Using whiteboards and lots of encouragement she helps them become more accurate and confident in reading and writing single letter sounds so that they sometimes use these to guess unknown words. However, only the most able children read or write independently by the end of the reception year.

Mathematical development

83. By the end of the reception year most children are unlikely to reach the expected levels for their age in spite of good teaching. There is a good emphasis on developing children's counting skills in all the classes. In the nursery a nursery nurse questioned children effectively as they made play dough. "How many is that?" she asked pointing to the recipe card. They became more aware of size when she asked them to find a 'big tablespoon' and a 'medium dessertspoon'. With her help they made good progress in recognising numbers up to five and carefully counted out the spoons of flour and salt. However, some children are capable of more, and planning does not set sufficiently challenging tasks, for example working with larger numbers and developing their mathematical language further. These are effective features of the lessons seen in reception. When challenged by a teacher, children worked hard with great pride and concentration, successfully counting in ones and tens to 100 and beyond. Play activities provide a rich source of mathematics. Counting out coins in the café, one child observed "Two and two, that makes four". They begin to tell the time, reinforced effectively in a game of 'What time is it, Mr Wolf?' in the outside play area. Children with English as their second language make good progress because adults make sure they understand. As a result, their attainments are similar to those of the most able children. However, in spite of good teaching in this area only the most able securely reach the goals. Whilst many reach the goals in counting, they have limited mathematical language and skills in describing and explaining what they know.

Knowledge and understanding of the world

84. There is a similar picture in this area of learning where children do not securely reach the goals for their age because they lack independence and the language skills to tell what they know. Many children come into school with little general knowledge but show a keen interest in the new and interesting experiences teachers provide. Good teaching helps them achieve well in their knowledge and understanding of the world. They name a good range of fruits and vegetables and know how to mix ingredients to produce play dough and a milk shake. Sometimes the adults control the activities too much so that children do not become as independent as they might. Children show a good understanding of the need for careful attention to good hygiene in these activities because the adults talk to them as they work. Good quality resources successfully stimulate children's interest and enjoyment. For example, children in the reception classes understand the changes in people's lifestyles from long ago because they have examined a good collection of old toys and kitchen equipment. There was

very good teaching by the information and communication technology co-ordinator working in a reception class. Children made rapid strides in their computer skills because she aimed high. Her demonstrations and explanations were clear and, by repetition and questioning, she made sure children knew what to do. They listened carefully because the teacher used strategies like “Put your hands on your knees”, so that children could not play with the keyboard and mouse while she talked and so become distracted. All the adults gave effective support, encouragement and much-needed practice so that children confidently used the mouse and keyboard. As a result, they click and drag pictures and change their size. They word process their names, and some type simple words and phrases, changing the colour of the text. In this aspect they reach the goals for their age.

Physical development

85. In this area of learning, children are unlikely to reach the goals set for them, though they are closer than in other areas of learning. The teaching is good, particularly where it is well planned in the reception classes. Children in the nursery run around in the outdoor area without bumping into others. They steer and pedal the wheeled toys carefully. Planning does not show how children of different abilities are to improve their physical skills in the outdoor play area. Children enjoy the activities but, because the focus is unclear and children come and go as they please, progress is relatively slow. They learn to handle tools like pencils and glue spreaders with growing confidence, but often need encouragement and help to persevere and complete tasks like joining junk materials to create a model. In the reception classes there is a good emphasis on ensuring that children hold their pencils and other tools correctly and their progress is better. They throw and catch balls with reasonable accuracy because activities are carefully designed to build their skills step by step. In a lesson in the hall shared by both classes, teachers controlled their children well, giving clear instructions and demonstrations so that children knew what to do. Activities that progressed from using large to small balls, and to throwing and catching from a greater distance, steadily improved children’s skills.

Creative development

86. The teaching in this area of learning is sound and children make satisfactory progress. Children in the nursery have limited imagination and find it hard to organise their role-play without adult involvement. This is also hampered by the limited language skills of many children. A nursery assistant was particularly effective in boosting children’s imagination when she played alongside them in the outdoor shop. One child acted as the shopkeeper whilst others were customers, selecting items and paying at the counter. However, when the adult moved away to work with other children, children soon lost interest and drifted away. Their paintings and drawings are sometimes immature and they rely heavily on adults for ideas. There are good opportunities for role-play in the café in the reception classes. Children share their play happily and eagerly involve visitors, writing out orders using their newly developed writing skills. However, in their drawing and painting they are less skilled. Adults work hard with suggestions and questions as children work, helping them improve the quality of their drawing and painting. A good example was when children were drawing the vegetables they had been studying. Their first attempts were often barely recognisable, but when their teacher drew their attention to the ‘whiskers’ on the carrot and the leaves on the sweetcorn, their drawings were much more interesting and recognisable. Children are not as imaginative as they might be, and few are likely to reach the goals for their age.

ENGLISH

87. Standards in reading and writing are below the national average at the end of Year 2 but improving, with some pupils achieving above national expectations. They make good progress from a low starting point on entry to school to reach the standards they do by the age of seven. This is due to the quality of teaching and pupils’ learning, which is good. As a result pupils’

skills continue to improve as they move up the school. The achievement of pupils in Years 1 to 4 is good. In spite of good teaching that is now helping them to make good gains, pupils in Years 5 and 6 have had insufficient time to benefit from the improvements and have too much to catch up on. They have suffered from frequent changes in staffing. Absences and lateness also cause gaps in their learning, which add to the poor performance of some pupils. Consequently, pupils in Year 5 and 6 do not make as good progress as those lower down the school. Standards at the end of Year 6 are well below the national average in reading and writing, with few pupils achieving above average levels. Standards in speaking and listening overall are well below average. Since the previous inspection standards have improved, however, particularly lower down the school, because the school has made a strong response to the areas for development identified at that inspection. The few pupils learning English as an additional language and those pupils with special educational needs make good progress throughout the school because of the effective help they receive from teachers and teaching assistants. In lessons girls and boys participate equally. There is little difference between their attainment except amongst the less competent readers and writers, most of whom are boys. These pupils receive additional support in lessons and from national catch-up programmes for literacy from trained teaching assistants which develop their basic skills well.

Strengths in the subject are:

- quality of teaching;
- very good assessment of pupils' progress in lessons so teaching is geared to pupils' needs;
- very good relationships so pupils work hard to please their teachers;
- quality of planned teaching of reading in groups;
- the effective leadership in the subject;
- improvements in place since the last inspection.

Areas for development are:

- more opportunities for pupils to develop their ability to talk at length and express themselves in a range of situations;
- more opportunities for pupils to write at length;
- pupils' thinking skills to help pupils understand and retain what they learn more effectively.

88. By the end of Year 2 and Year 6, pupils' attainment in speaking and listening is well below the expected levels for their age. Teachers build in opportunities for pupils to discuss their work in pairs and respond to teachers' questions and in some lessons pupils talk to the class about their work. Teachers provide many opportunities for pupils to speak. Where their questions stimulate brief responses, they push pupils to explain and extend their answers which some achieve well. They encourage pupils to discuss in pairs before sharing their ideas with the class which promotes more considered responses. Some younger pupils find it difficult to listen, and shout out before considering their response, while others look tired and need much encouragement to respond. However, in history in Year 2, pupils explained well the difference between antique and modern household objects such as kettles. Having the objects in front of them to examine and talk about helped them to understand the differences and express them in appropriate language. However, many older pupils find it difficult to talk at length using appropriate vocabulary and structures, for example when describing the course of a river in Year 6.
89. Overall, most pupils make good progress in reading from a low start when they enter school. Standards in reading, however, though still below, are closer to national expectations than in writing due to good teaching strategies. In particular the frequent and effectively planned and executed teaching of reading in groups is raising standards throughout the school, because teachers ask pupils probing questions about the meaning of what they read. This makes pupils look closely at the text, which helps them to develop as effective readers. Also, pupils become more confident when reading shared texts together because of the teacher's positive

support and so they all join in, including less competent readers. Teachers model how to read with expression very effectively linked to the punctuation, so pupils read with them and learn well as a result. A few pupils receive additional one-to-one support, reading with a volunteer from the local business community. This makes a positive contribution to these pupils' enjoyment and confidence in their ability to read and understand. All adults in school who read with pupils keep good records, and include useful comments on pupils' progress. Due to good teaching, pupils' knowledge of sounds, letters and simple word building develops well in the infants. When reading individually, most younger pupils know how to sound out unfamiliar words. More competent readers know how to break the word up and read with some fluency, taking note of the punctuation, but some need prompting to do so. One pupil with English as an additional language explains before reading, "I sometimes change my voice," and proceeds to read with good expression, particularly dialogue. Less competent younger readers have little confidence, use fewer clues such as the pictures to help them, and although they have been taught the sounds letters make, have poor retention. Many pupils are familiar with the layout and characteristics of a non-fiction book and understand their purpose. Many older pupils know how to locate such books in the school library, which they use regularly. By Year 6 the majority of pupils read with increasing fluency and appropriate expression. They have favourite authors and know what kinds of books they like and have a wider range of strategies to help them understand what they read. Less competent readers develop fewer strategies to help them read unfamiliar words and make sense of what they read.

90. Standards in writing are well below average by Year 2 and Year 6. Many pupils in Year 2 sequence a story appropriately, using phrases such as 'after that' and 'in the end'. A story plan helps them to structure their writing with a beginning, middle and end. They use full stops and capital letters in their writing and their spellings are plausible. Less competent writers make good progress over the year and begin to write a few sentences by themselves. In Years 3 and 4 more competent writers achieve a good standard. For example, they include a wide range of appropriate adjectives in an advertisement for food, including 'mouth-watering' and 'scrumptious'. When a pupil suggests 'wonderful and wicked' another explains that 'wicked' has two meanings and what they are. Many pupils' handwriting is joined neatly and the presentation of their work is good. Older pupils write across a range of texts and many become familiar with the different features of each type. Much of the writing is quite short or worksheets or exercises so that when pupils write a story, for example, their relative lack of practice limits the length and interest of their writing. There are too few opportunities for pupils to write independently at length, in English or other subjects. Less competent writers cover a good range and variety of interesting writing projects matched to their level of need. This helps them improve all aspects of their writing.
91. The quality of teaching is good. Good detailed planning of every aspect of the literacy lesson, a brisk pace, lively style and a range of techniques keep pupils interested and involved with a range of challenging activities. The most effective lessons make learning exciting for pupils and so pupils learn very well, galvanised into action by very effective use of questioning. In some lessons up to half of the pupils seem tired and passive but due to the teachers' good techniques most soon become involved. Very good relationships also help to motivate pupils and maintain good behaviour. Consequently pupils make good progress overall. In a few lessons where teachers spend longer than planned explaining, pupils do not have enough time to complete the tasks set. They then miss opportunities to consolidate what they learn. Generally pupils work well in groups and pairs and settle quickly to their work so achieve well in the time. Younger pupils know their writing targets and what they need to do to help them improve. Teachers make good use of writing targets to help younger pupils understand what they need to do to improve. Teachers of older pupils make helpful written comments on pupils' work but make no specific reference to their targets. As a result, older pupils do not have a clear understanding of what they need to do to improve.
92. Teaching assistants work well to support groups of pupils or individuals with their activities, or read with them in a group. A pupil with a statement of educational need is particularly effectively supported with very good levels of care, support and challenge so the he achieves

well and shares his success with the class. Teachers make good use of overhead projectors, which help focus pupils' concentration effectively. There is little use of computers in literacy lessons, and pupils' use of them to plan and draft their writing is underdeveloped.

93. The improvements since the last inspection are largely due to capable leadership in the subject and the development, through training, of a staff that is becoming more skilled in the use of nationally recommended methods of teaching literacy. Many good initiatives have been put in place, which have improved the quality of teaching and pupils' learning. For example, planning is now consistent and detailed across the school; regular assessment of pupils' reading and writing has meant that teaching is geared very closely to pupils' needs. Analysis of pupils' performance in national and optional tests has also focused planning on where pupils need to improve. Tracking pupils' progress has helped to identify and target pupils needing additional support. The range, quality and quantity of resources are very good, including many recently purchased group readers of favourite authors such as Jacqueline Wilson. Some of the books are specifically aimed at boys' interests, and there is a range of cultural backgrounds represented, such as 'Fine Feathered Friend', set in India, by Jamila Gavin. One boy in lower juniors was really enjoying this book, describing it as "Wicked!" 'Big books' support pupils' literacy effectively in other subjects, such as 'Changes at Home' in history in Year 2. The two libraries are well stocked and pupils have good access to them.

MATHEMATICS

94. Pupils in Year 2 are now reaching the standards expected for their age and in Year 1 are surpassing those expectations in some cases. This is particularly pleasing in the light of the very low attainment upon entry to the school.
95. In the juniors standards remain below average although there are consistent signs of improvement, particularly in the earlier years. At the end of Year 6 standards are below the average and although they are improving they are still too low. There does not appear to be any consistent difference between the attainment of boys and girls. The attainment of pupils with special educational needs is good. Pupils with English as an additional language receive good support and make progress which is at least as good as their peers. The poor attendance of a small group of older pupils limits their progress and lateness sometimes affects the learning of others.
96. When compared with all schools nationally in recent years the school has been consistently below or well below average standards at the end of Year 2. However, when compared with schools in similar contexts the comparison for Year 2 pupils in 2002 was very good. Additionally, the percentage of children reaching level 3 in Year 2 was above the national average. At this age the performance of boys has been somewhat lower than that of girls since 2000.
97. At the end of Year 6 standards achieved by pupils in recent years have not been good enough. In 2000 they approached the national average but have been very low since that time and they are not improving as quickly as the national average.
98. The scrutiny of the work of pupils at the end of the infant years highlights the advantage of consolidating previous knowledge regularly. The range of work seen suggests that the coverage of the various components of mathematics is thorough and presentation of work is a good feature which is developing strongly.
99. The work of pupils in Year 6 shows sound overall coverage being achieved by pupils but there is too little data handling, as well as very limited opportunities to use information and communication technology as a tool to remove barriers to learning and add to motivation of pupils. Additionally there is only very limited evidence of the use of numeracy skills in other areas of the curriculum in order to add to the relevance of such skills and develop pupil enthusiasm.

100. Pupils display an enthusiasm for mathematical knowledge and their level of confidence is adequate. By the end of Year 2, pupils understand place value competently and read numbers up to 700 with accuracy. They are count down in ones and twos with confidence add and take away ten accurately. However, their knowledge of measuring distances is poor as is their understanding of the measurement of time. By contrast, knowledge of both two and three-dimensional shapes is very good.
101. At the end of Year 6, pupils are able to read numbers up to 25,000 accurately and know their tables reasonably well to answer such questions as "How many sevens are there in 35?" Doubling of both decimal and ordinary fractions is achieved, but the understanding of many pupils of fractions and percentages is insecure. Estimating the outcome of multiplications such as 51×47 , is particularly poor but the estimation of distance is good as is knowledge of shape in two and three dimensions.
102. The standard of teaching of mathematics is good in both the infant and junior years in the school. Teachers are familiar and secure with the National Numeracy Strategy and use it effectively. Throughout the school the provision of good teaching of pupils with special educational needs is a consistent feature.
103. In the infant years the vast majority of teaching is good. When this is the case there are clearly understood and displayed learning objectives, a positive approach to behaviour management and an appropriate climate for learning. Teachers assess the understanding of pupils well with good questioning, and explanations are clear. Constant reinforcement of learning is provided, there are high expectations for learning and planning of lessons is thorough.
104. In the junior years teaching is good overall with some examples of very good teaching. The best lessons start with clear learning objectives in mind, and good relationships with pupils are established. Teachers give clear explanations and instructions in a supportive way, resources are well used and questioning is good. The use of advanced technology in the form of an interactive whiteboard leads to very successful teaching in such areas as fractions and percentages. In other very good lessons the context of an individual lesson within a series of lessons is clearly explained and pupils respond to greater depth. Good emphasis is placed on the need to listen accurately and overall planning is thorough. Teachers use some good techniques to help pupils remember facts, such as writing the purpose of the lesson at the start of the lessons and using chants and games to reinforce learning. Many pupils do have difficulty with recall and this needs constant development.
105. In the lessons observed during the inspection pupils' learning was good overall and always at least satisfactory and on one occasion very good. Pupils engaged well in the tasks presented to them and listened consistently, responding well on most occasions. Consistently in all parts of the school their attitudes and behaviour were good and at times very good and often as a result of teaching which was good or very good.
106. A comprehensive range of assessment procedures is now in place so that staff know the levels reached by pupils and they are able to plan pupils' work on this basis. They include consistent teacher assessment of pupils' work throughout the school year and more formal assessments at the end of the school year. The marking of pupils' work is undertaken regularly and carried out with accuracy, and positive remarks are included. However, the number of pointers to development are limited and not well linked to the overall target which is in place for an individual child.
107. The tracking of the progress of all children in mathematics is good and records are readily available to teachers. Target-setting procedures are good; the targets are known to children from the small chart available at the front of their books and are regularly updated.

108. The leadership and management are good. A new subject co-ordinator, who has been in the school only since the start of the current school year, is taking strong action to raise standards. She is already affording the staff good support in their teaching which includes the clear analysis of results, well-defined work programmes, thorough policy documents, feedback from lesson observations and detailed planning documents. Close liaison takes place between the co-ordinator and local advisers to support developments, and raising standards in mathematics is a clear priority in the development plans. Governors are regularly informed of developments within the subject and have a clear view of strengths and weaknesses in the subject.
109. The school has made satisfactory improvement since the last inspection. The work coverage has been reviewed and standards are rising in the infant years and in the early junior years. The subject co-ordination has improved. Wider use of skills and the involvement of information and communication technology are still in need of development.

SCIENCE

110. Standards in science in Year 6 are below expected levels but show some improvement from the very low results in 2002. By Year 2, most pupils are working at the expected level and a small but significant proportion above that. The quality of teaching is good because the subject is well led and managed, and standards and teaching are monitored and analysed. Pupils make good progress against their earlier learning through school. However, features such as poor attendance and speaking and thinking skills limit the speed of learning and success in national tests. Pupils with special educational needs receive good, well-planned support and have full access to the science curriculum. The few pupils with English as an additional language also make progress similar to their peers because of the quality of support. There is no significant difference in the achievement of boys and girls, although more boys are in the lower ability groups. There has been satisfactory improvement since the last inspection.
111. By Year 2, pupils have a sound understanding of life processes. They understand that healthy eating involves a balanced diet and make sensible decisions about preparing a meal based on this. They understand that we taste food through our taste buds and that they are on different parts of the tongue. In response to good teaching, which allows them the opportunity to experiment with different tastes, they talk about the taste of their favourite foods using an appropriate vocabulary but several of the pupils, particularly the less able, have difficulty recalling words such as 'sour' or 'bitter'. The pupils have a sound knowledge of physical properties. For example, they make electric circuits and test the power of magnets. A real strength of their learning is the neat and quick diagrams they draw, modelled on but not copies of the teachers' work. They present their work in lists and simple charts. Although the pupils' work is generally at a suitable level, except for the high attainers they do not show much independence in their work and need to be guided at every stage.
112. Pupils' progress through the juniors is good. It is particularly so in Years 3 and 4 where pupils have benefited from improved planning and teaching methods. Here the pupils show a good capacity to investigate the properties of different materials to classify and sort them into different categories such as 'transparent', 'translucent' and 'opaque'. They are very eager to work and organise their experiments well. By Year 6, pupils have a particularly sound understanding of the body and how it functions. They can describe the way the heart functions and understand that it contracts and expands. The more able recall facts well from earlier learning but many struggle to use the appropriate vocabulary. They examine the properties of gases and liquids through a range of experiments. Working together, the pupils decide how to find out about the influence of different habitats on the growth of dandelions on the school field. They make good use of information and communication technology in this work, although generally this is not a strong feature. The pupils with special needs are given good support. For example, a pupil with autistic tendencies was fully drawn into the lesson by his carer and took great pride and pleasure in using torches and working with others in the experiment.

113. Pupils have positive attitudes to their work and enjoy experiments, particularly in Years 2, 3 and 4. The Year 6 pupils show less curiosity and do not take the pride and care in their work that is seen lower down the school. The work is often neat but lacks depth and thought. This does not reflect the quality of teaching seen which was challenging. It is noticeable from pupils' work that some older pupils have missed work, possibly through poor attendance.
114. The quality of teaching is good. For many pupils learning is good but they often lack the independence and initiative required to be effective scientists. Lessons are carefully planned to build on each other and each has a scientific purpose. The teachers question pupils' understanding closely but do not always expect them to make more than a simple one or two-word answer. The teachers make good use of a scientific vocabulary in their teaching and there needs to be constant reinforcement through the written work. The lessons involve a good level of investigation and experiment. However, the pupils are not always encouraged to develop their own investigations and ask questions to resolve. The teachers devise stand-alone lessons to encourage pupils to ask questions and plan their own investigations. They do not place enough emphasis on pupils doing this through all their lessons. The work is well presented and the pupils use a range of recording methods including graphs, charts and diagrams. In a Year 5 lesson the pupils are very confident at drawing quick and accurate diagrams to support their work on how sound travels. Work is usually neat and organised. Although there are opportunities for pupils to write up experiments themselves, they are not always expected to explain what they have learned in sufficient detail and use the correct vocabulary. There are some opportunities for pupils to use mathematical skills such as measuring temperatures and in the field exercise on dandelions, but they do not show enough care and precision. All work is regularly marked.
115. The subject is led and managed well. The coordinator effectively and regularly scrutinises work and planning and has monitored teaching throughout the school. This needs to focus more on developing the pupils' vocabulary, understanding and independence. There are good procedures for assessing and recording the pupils' progress which teachers use well in their planning so most lessons meet the needs of the different pupils. The subject is resourced well although there is not enough use made of information and communication technology.

ART AND DESIGN

116. Standards are in line with expectations by Year 2 and Year 6. Although the subject has been of low priority since the last inspection, improvement has been sound.
117. Throughout the school, the work children produce is well displayed and valued and relates to a number of areas of the curriculum. In the nursery well-produced work depicting teddy bears is evident and the good quality work is well displayed in interesting patterns. By the end of Year 2 children produce paintings and drawings in the style of Van Gogh as well as portraits of sound quality. Others produce good line drawings linked to their work on aliens, which includes good standards of work relating to shape and use of colour. They are also involved in producing a good montage related to Van Gogh.
118. In the middle years of the school the work in art is varied and includes good stencil cut-outs in the style of Matisse, and the development of patterns.
119. In Years 5 and 6, interesting work centres around the production of face plaques originating from children with special needs who are included in work with the learning mentor. In Year 6, there are some good examples of observational drawings of shoes, blending colour to give a variety of tones. Some interesting collages about Egypt supplement the historical study being undertaken by children in Year 6.
120. There are examples of good quality work throughout the school.

121. There was too little evidence to make a judgement on the quality of teaching and learning overall. Some good teaching of art was seen in the infant years during the course of the inspection. When it is good, teaching uses a range of resources and includes clear expectations of pupils; all staffing is used well and supports less able pupils. Good questioning helps the children to assess their work and to improve its quality. The subject is led and managed well. The co-ordinator reviews the quality of pupils' work and ensures sound planning is in place.

DESIGN AND TECHNOLOGY

122. Standards are in line with expectations by Year 2 and Year 6. Pupils, of all abilities, make sound progress overall. Only two lessons were observed, both in the infants and evidence is drawn from discussion with pupils and scrutiny of work.

123. By Year 2, pupils are enthusiastic in designing and making a fruit salad. The teacher successfully reinforces an appropriate vocabulary to develop pupils' spoken language skills with words such as 'peeling', 'scraping', 'scooping' and 'chopping'. Pupils have a good understanding of basic hygiene. In Year 1, the pupils design and make vehicles well using a range of construction methods. They describe how they will make it, saying, "It will have four wheels and a door. I will need a box, paper, glue and paint." The Year 2 pupils experiment with simple mechanisms to make vehicles move. The quality of the finished product is often good. Models are well painted and sturdy although decoration and designs are simple and lack imagination.

124. By Year 6, pupils have opportunities to extend their knowledge and understanding of different mechanisms well, including controlling devices by computer. The moving toys in Years 5 and 6 are evaluated closely and the pupils use a good vocabulary such as, "I made this model using an off-set cam. If I were to make it again I would improve it by making the wheels more secure." The pupils design masks to a set brief and decide on the fabrics and collage materials they will use. They make containers, designing nets and templates for them. The pupils do not often undertake extended projects and pupils do not devise their own investigations. They have a sound understanding of how to control their construction toy models using computer technology. The range of activities is good and often linked to other subjects such as history. Pupils' designs show sound progression over time but their evaluations lack precision and are not self-critical enough.

125. The pupils' attitudes to the subject are good. This results in some good recall of the vocabulary learned. They take a pride in their finished products because of the value teachers place on their work.

126. The quality of teaching is satisfactory. The two lessons observed were planned well and started with good discussions involving pupils of all ability. The teachers encouraged the use of an interesting vocabulary and encouraged pupils to ask questions. In the best lesson, the pace was good and the teacher had high expectations for pupils to record and evaluate what they had completed.

127. There is sound leadership and management by the new co-ordinator. In a short time she has reviewed the curriculum and made changes to reduce repetition and match work more closely to pupils' needs. She has identified a weakness in the teaching and learning of evaluations and is actively seeking to improve her own expertise in this area to disseminate to other staff. Resources are good and the subject makes a good contribution to the pupils' spiritual and cultural experiences.

GEOGRAPHY

128. As at the time of the previous inspection, standards are below average at the ages of seven and eleven. The school now has a co-ordinator for the subject who has monitored planning to see that it meets the requirements of national guidelines. However, there has been little improvement because there is no overview of how well pupils learn and how pupils' skills in the subject develop. Pupils with special educational needs and those few with English as an additional language are usually well supported by teachers and teacher assistants so make satisfactory progress in their work. Geography and history share the same slot on the timetable in the juniors. During the week of inspection, geography was not on the timetable for Years 5 and 6. Such timetabling arrangements do not promote the regular reinforcement of geographical skills since considerable periods of time can elapse between different topics. The subject has been of low priority because of the need to raise standards in key areas.
129. By the age of seven pupils undertake simple geographical investigations in the local area and most record their findings on maps. They begin to develop an understanding of the locality. They identify different types of houses, for example, and their distinctive features and begin to express an opinion about their local environment. "I like flowers. I don't like glass," writes a pupil. Through finding out where different foods come from, they locate different countries on a map of the world. Teachers make good links with stories they read in literacy such as 'Handa's Surprise'. This reminds pupils about fruits that grow in India and not in the British Isles and why this is so. Pupils develop their understanding of the local area further as they move up the school. They develop their enquiry skills by finding out about local employment and use a block graph to record their findings from the information they have collected. They also use data to plot the temperature on a graph when learning about different climates, and use an atlas to locate mountains and rivers in the British Isles and worldwide. Using grid references to locate places on a map of a tourist area develops pupils' mapping skills further. These activities also allow pupils to use and develop their numeracy skills to good effect. Opportunities are missed, however, to develop pupils' literacy skills as much of the recorded work in pupils' books is identical and in some classes, particularly further up the school, nearly all in the form of worksheets. There is little evidence of independent writing. Some of the written work lacks challenge and gives little indication of what the pupil has learnt and understood.
130. Teaching in geography is satisfactory overall. Where most effective, pupils achieve well because the teacher designs activities that stimulate them to investigate, using a map of the local region. From their investigation pupils tell the teacher why people settled where they did, for example, "In Castleford because there's a shallow river." The teacher asks probing questions that takes pupils' learning further and makes them think, such as, "Why not settle at the top of a mountain?" or "Why did people settle near rivers?" This develops pupils' enquiry skills effectively and adds to their geographical understanding. The teacher creates good opportunities for speaking and listening when pupils report their findings back to the class clearly so all can hear. Teaching is less effective where activities do not match closely the range of learning needs in the class but are the same for all. As a result, pupils do not learn and understand as well as they might. For example, pupils in Year 6 have poor retention of what they have studied in geography this year. Beyond the Andes and the river Nile, they find it difficult to recall the names of other mountain ranges or rivers and their location, even when prompted. They retain very little information about the course of a river, for example, and use no geographical vocabulary to describe it or the water cycle. Their ability to describe these processes is further hampered for many pupils by poor speaking and listening skills. Their knowledge of the world and understanding of geographical processes are underdeveloped.
131. Development in the subject is unsatisfactory. There is no action plan as to how to raise standards and how this can be brought about. The co-ordinator does not have the opportunity to check on the quality of teaching and learning, or on the standards pupils achieve. Coupled with the lack of a system for assessing pupils' work, this means that the co-ordinator has a limited view of what is happening in the subject and what needs doing to improve things

further. Topic boxes from the local schools' library service supplement the school resources so overall resources are satisfactory.

132. Pupils use the local area productively but there are few visits or fieldwork trips beyond that to enhance the curriculum and to give pupils more first-hand experiences which make the subject more memorable and help to bring it to life.

HISTORY

133. Standards are better now than they were at the last inspection. By the end of Year 2 and Year 6 the pupils reach levels that are broadly average for their age. The planning ensures that topics steadily build pupils' knowledge and understanding in each year group. It does not show clearly how pupils are to refine their own skills in learning about the past from a wide range of evidence sources. As a result, there is a heavy reliance on video and fact sheet materials. As found in the last inspection, pupils' skills in raising questions and seeking evidence from sources such as artefacts, old documents and photographs are relatively weak in Year 6.
134. However, pupils have sound enquiry skills in Year 2. Good teaching helped them make rapid strides in a topic on the changes in homes, now and in the past. A museum loan of old laundry equipment was used effectively, successfully capturing pupils' attention and interest. They gained a good insight into the changing methods of washing clothes because the teacher asked probing questions that made them think hard as they examined an old dolly tub. When asked "What goes into the water to get things clean?" and "When was the washing done?" they began to appreciate that washing is much easier now. The teacher adapted activities well for the different abilities in the class. Most children wrote neatly when recording the changes. The less able pupils were equally proud of how much they had learned, carefully sorting and labelling pictures and captions to show old and new equipment.
135. Good teaching means that pupils achieve well in their knowledge and understanding of the different history topics they study. Teachers work hard to make history interesting. As a result, pupils are enthusiastic and behave well in lessons and settle to work quickly. Pupils in Years 5 and 6 showed a keen interest in their topic on Ancient Egypt. In Year 6 pupils have a sound sense of time, and identify the key dates and different periods stretching back to the fourth century BC in Egypt. Here, and in Year 5, pupils carefully sifted through the information they gained from watching a video to answer questions about mummification. The questions helped focus their attention well. They took notes as they watched so that later they were able to sequence the process accurately. Such activities boost their literacy skills considerably.
136. Pupils sometimes find it hard to remember what they have learned, but their learning is much better when they have opportunities for role-play and first-hand experience. A visit by a 'Roman soldier' gave pupils in Years 3 and 4 a deeper insight into what a soldier's life was like. His clothing, weapons and armour and the information he gave as he took on the soldier's role, fascinated them. They appreciated the strength the soldier needed when they tried out his chain-mail vest, helmet and shield. They listened and watched carefully as he spoke, so that later they remembered the names of equipment and other information well. When asked whether they would like to be a Roman soldier, they gave thoughtful answers like, "I would like to be a soldier because I could travel." They made good use of their word-processing and computer skills when they produced reports about the Romans and the work of archaeologists, adding graphics to create further impact.
137. The subject leadership is satisfactory. History is promoted well in school, with attractive and interesting displays that attract pupils' enthusiasm. However, some of the weaknesses found in the last inspection still remain. The co-ordinator does not yet have a secure enough overview of what needs to be done, because the systems for checking on the quality of teaching and how well pupils are doing are still weak.

INFORMATION AND COMMUNICATION TECHNOLOGY

138. Standards in information and communications technology are below average overall, as they were when the school was last inspected. Due to other priorities, the school has been unable to develop the subject as fast as it might. However, there are signs of improvement lower down the school where pupils show confidence and sound skills in areas like word processing and graphics. For instance, pupils in Year 3 produce detailed reports on the work of archaeologists and the Romans, successfully adding graphics to present their work interestingly. This is because the school has improved its planning, so that teachers have clear guidance to help them plan pupils' work. New, efficient systems for checking on how well pupils are doing are to be introduced that will give better information on what pupils need to do next. Teachers are more confident than they were as a result of training. In all the lessons seen their demonstrations and instructions were clear so that pupils knew what to do and eagerly set to work. However, more needs to be done to extend their confidence to other areas like control technology where, at present, pupils have few opportunities to develop their skills. It is noticeable that those pupils who take part in the information and computer technology club are more confident and independent. These pupils sometimes provide good support for their classmates in their willingness to help them when they find the work hard.
139. Pupils in Year 6 competently use a range of word-processing features when writing reports and stories. They produce line graphs when recording their science investigations. However, too many pupils still rely heavily on adults to help them with their work. A good example was when they found it hard to access websites on the Internet for information about their topics. They have little experience of control technology, and their skills in this aspect are very limited. Pupils in Year 2 show sound skills in handling the mouse and using the keyboard. They create attractive symmetrical shape patterns using a *Dazzle* program and word process captions and reports of their visit to the Colne Valley. Throughout the school, pupils show high levels of enthusiasm and are eager to try out their developing computer skills.
140. The teaching is satisfactory, as it was in the last inspection. The teacher in Year 6 promotes the subject well. For example, she used an interactive whiteboard effectively in a science lesson, showing pupils how to reorganise their ideas using a computer. The computer suite is working more efficiently than it was at the last inspection, though there are still sometimes problems with the resources that teachers are unable to resolve. This sometimes impairs their confidence and the quality of their teaching. An example was when a potentially good lesson with pupils in Year 6 was slowed because the teacher was unable to take control of pupils' monitors for a demonstration on how to add animation to a text. In their excitement, the pupils did not listen to her instructions as well as they might, and found it hard to complete the task. However, here and in all the lessons seen, the teachers and adult helpers provided invaluable support. They supervise pupils very well, quickly spotting those pupils who struggle. They give the extra explanations, reminders and encouragement that pupils obviously need to help them become more confident and skilled. Because of this, pupils with special educational needs make similarly sound progress to others in their classes. In some classes, more able pupils sit waiting for others to catch up. More could be done to ensure that they work harder by extending their tasks.
141. One area for improvement is the use of information and communication technology in other subjects. In this aspect school planning is not clear enough. Most work takes place in the suite, though all classes have access to some computers and other equipment in their classrooms. Greater use could be made of these to give pupils much needed extra practice in other lessons. The best teaching in this respect was found in Years 3 and 4. In history, pupils were encouraged to use a digital camera to record a visit by a 'Roman soldier' and to word process reports and letters. In music they used electronic keyboards to create a repeating musical rhythm. In science, they word processed a report of their science investigation into the best ways of keeping substances warm. As a result, they make better progress in moving their skills forward.

142. The leadership and management of the subject are satisfactory. The co-ordinator provides a good example in her own teaching and there is a strong commitment to develop the subject further. The school is well aware of what needs to be done, but now needs to move forward faster in its development of teaching. This is needed to ensure that pupils are able to make better progress over all aspects of information and communication technology.

MUSIC

143. The standards achieved by children in music are average at the end of both the infant and junior school years, as was the case at the previous inspection two years ago. Improvement has been satisfactory since the last inspection.

144. The quality of teaching is good. There is some effective guidance given to teachers and this consolidates their work in the subject and as a result teaching is always at least satisfactory throughout the school, but some examples of good and very good teaching were seen during the inspection particularly from the subject co-ordinator who has a clear affinity with the subject.

145. In infant classes there is a good balance between practice and performance and the children's singing is well supported by the teacher and actions to the music are introduced to support learning. Teachers transmit enthusiasm by joining in and as a result the children sing tunefully. The songs are chosen carefully and teaching effectively highlights the areas to improve. The attitudes and behaviour of the children are very good in music lessons and they join in excitedly.

146. In the junior years children show a more restrained enthusiasm. They respond in a way that is at least satisfactory and at times good. They engage in activities in playing their own melodic phrases on instruments well. During the lessons the pupils' attainment is good and they make good progress especially when teaching is very good. Earlier in the junior years the lively approach engendered by teaching is responsible for generating good quality singing and some children provide instrumental accompaniment which is well played. The singing lesson is well integrated into the topic work in other areas of the curriculum.

147. The music co-ordinator has produced an appropriate curriculum, which is a good support mechanism for other teachers. Some opportunities are provided for the co-ordinator to work with other teachers and monitor their work or to teach alongside them. The co-ordinator leads the work in developing two or three concerts per year which are given by pupils of various ages. A few pupils benefit from violin teaching provided by peripatetic teachers and some are also able to take part in concerts given by children from across the city. Leadership and management are satisfactory.

PHYSICAL EDUCATION

148. Standards are in line with expected levels by Year 6. There was not enough opportunity during the inspection to make reliable judgements on standards by Year 2 or the quality of teaching and learning. Pupils of all abilities make satisfactory achievement. The quality of teaching observed in the juniors was satisfactory overall with very good teaching of swimming. The standards have improved well since the last inspection when they were below average. Planning has improved well and the provision for swimming is a particular strength,

149. The pupils' attitudes are positive and they look forward to their lessons. They understand the importance of exercise on their health and the need to warm up before a physical activity.

150. By Year 6, almost all pupils swim 25 metres and know basic safety procedures. They learn to swim competently because they receive regular lessons from Year 4 and the quality of

teaching is good. Tasks are precisely matched to pupils' ability because accurate records are kept of pupils' achievement.

151. Pupils' athletic skills are sound. They benefit from good quality tuition and a focus on main teaching points. They have good opportunities to practise and improve their sprinting and relay skills and discuss how they can do this with the teacher. Pupils are active and work hard during lessons. They make good use of space in the hall and school field. There is a sense of healthy competition amongst many of the pupils. There was no opportunity to observe games and gymnastics. Discussions with pupils indicate that they have a sound understanding of how balances can be combined to form a sequence. They know a good range of ways to move between balances and suggest ways to improve the quality of their work.
152. The quality of teaching observed was satisfactory. In all lessons the teachers make good use of warm-up activities and reinforce effectively the health benefits of activity. In the best lessons, the pupils are fully occupied throughout and there is clear progress in the different activities. As a result, pupils are eager to work hard and improve the quality of their work, for example when throwing a cricket ball. The teachers do not always encourage pupils to discuss their skills enough and make suggestions for improvement. In some activities pupils have to wait too long to participate in team games and similar activities and they do not benefit from the full time given to physical education.
153. There is sound leadership and management of the subject. The co-ordinator uses her good subject knowledge effectively in the teaching of Year 5 and 6 pupils. There is suitable planning in place for all aspects of the subject but not enough guidance to show what the essential features of a good physical education lesson are. The school has good resources. The extra-curricular activities and participation in games competitions make a good contribution to learning.

RELIGIOUS EDUCATION

154. As at the time of the last inspection, standards in Year 2 and 6 are broadly at the levels expected by the locally agreed guidelines for religious education. Most pupils, including those with special educational needs and the few pupils with English as an additional language, make sound progress. The teaching seen was satisfactory overall. The curriculum meets the needs of the locally agreed syllabus for religious education. The co-ordinator has put together a new scheme of work, which incorporates new national guidelines and suggestions for ideas and resources. In the infants pupils learn about Christianity, Judaism and Islam, and in the juniors about Hinduism as well. Teaching is based on themes, for example festivals across the different faiths and sacred books. Improvement since the last inspection is satisfactory.
155. In Year 2, pupils recall well the main events from the life of Muhammad from a previous lesson. They are excited and keen to answer the teacher's questions and show what they know. Many remember where Muslims pray, how many times a day, and that they have a special book. The teacher makes links with the Bible, the book that is special to Christians and that pupils already know about, which helps them to understand. In response to the question, "Why was Muhammad invisible?" one pupil contributed thoughtfully, "So people would think about God and not about him". Again the teacher draws useful parallels with Christianity and the way Jesus is portrayed when no one really knew what he looked like because it was not important. The learning is good and the responses are reflective. Older pupils build on what they know already about the Bible, the Torah and the Qur'an. They find out about the similarities and differences in stories all three sacred texts have in common. In this way pupils have opportunities to increase their understanding of the major faiths and how they relate to each other and the purpose of these stories in the sacred texts. Pupils in Years 3 and 4 explain what 'sacred' and 'symbol' mean with regard to Hinduism. They treat the artefacts of the Hindu deities with respect as they handle them and pass them round. Some gasp in amazement when they first see them close to. A display of Hindu artefacts and a puja set help pupils to realise what is special about different faiths. Pupils in Year 6, due to the limited language skills of many of them, find it difficult to express abstract ideas, but it is evident from

their responses that they have some understanding of major events in the major faiths. Inclusion of visits to local places of worship would increase their understanding and appreciation further and provide a rich stimulus for talk and writing.

156. Leadership and management are satisfactory. The co-ordinator monitors teachers' planning and samples pupils' work regularly. Assessment is not yet in place and there is no monitoring of teaching. The co-ordinator has acquired a satisfactory range of resources and artefacts for the subject. They include faith boxes across the full range of religions taught in the school. A local vicar visits school regularly, which enhances the provision for Christianity. However, there are no visits to places of worship or other visitors to the school. Opportunities are lost to confirm pupils' understanding of faiths taught in the school other than Christianity and to broaden their understanding of the diverse and culturally rich nature of modern society.