

INSPECTION REPORT

WHITECOTE PRIMARY SCHOOL

Bramley, Leeds

LEA area: Leeds

Unique reference number: 107970

Headteacher: Ms K Allan

Reporting inspector: Mr L Garner
25507

Dates of inspection: 2nd – 6th June 2003

Inspection number: 246742

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Wellington Grove Bramley Leeds
Postcode:	LS13 2LQ
Telephone number:	0113 216480
Fax number:	0113 216848
Appropriate authority:	The governing body
Name of chair of governors:	Dr J Hill
Date of previous inspection:	October 1997

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INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25507	L Garner	Registered inspector	Art and design Design and technology English as an additional language	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
12682	J Griffin	Lay inspector		Pupils' attitudes, values and personal development How well are pupils taught? How well does the school care for its pupils? How well does the school work in partnership with parents?
21312	F Dryden	Team inspector	English The Foundation Stage	
15678	J Radford	Team inspector	Music Religious education	
28170	I Chearman	Team inspector	Mathematics Information and communication technology	How good are the curricular and other opportunities offered to pupils?
32392	J Watson	Team inspector	Science Physical education	
32244	B Mole	Team inspector	Geography History Educational inclusion, including race equality Special educational needs	

The inspection contractor was:

Bench Marque Limited
National Westminster Bank Chambers
Victoria Street
Burnham-on-Sea
Somerset
TA8 1AN

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33 Kingsway

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Whitecote Primary School is much bigger than the national average with 480 pupils. The school caters for pupils mainly from the local estates. The large majority of the pupils are from a white British heritage. The ten pupils who speak English as an additional language form a very small proportion of pupils from different ethnic groups. The percentage of pupils identified as having special educational needs is below the national average although the percentage of pupils known to be eligible for free school meals is above average. Pupils' attainment on entry to the nursery is generally below that expected for children of their age, particularly in language skills and personal development.

HOW GOOD THE SCHOOL IS

This is a good school with some outstanding features. Standards in the core subjects of English, mathematics and science are now nearer to the national standards than they were in the past. The school is very well led by the headteacher, senior managers and the governing body. This strong leadership, together with the good quality of teaching, ensures that most pupils make good progress in their work. The improvement in the leadership, the curriculum and teaching also means that the school has the potential to improve even further. This is a caring school in which very good relationships between adults and pupils are evident. The school gives good value for money.

What the school does well

- There is very effective leadership from the headteacher, senior managers and governors and the quality of teaching is good. This has resulted in standards improving rapidly since the last inspection.
- Relationships throughout the school are very good. Pupils and staff respect the feelings of others. Pupils generally have good attitudes to their work and usually behave well in class and around the school.
- The school cares for its pupils very well, all are valued. There are very good systems in place for promoting good behaviour.
- The school has good links with the local community, parents and carers who think highly of the school.
- Children get a good start to their education because of the good provision and quality of teaching in the nursery and reception classes (the Foundation Stage).
- The provision for pupils' social and moral development is very good and provision is good for spiritual and cultural development.

What could be improved

- Standards of speaking and listening in all subjects.
- Levels of attendance.

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

These two areas have already been identified by the school for further development and work is in progress to improve them.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997. It has made very good progress since then. All the areas for improvement in the last report have been successfully addressed. By the time they leave school at the age of eleven, pupils reach much higher standards in English and mathematics.

As well as the issues identified in the last report there has been considerable improvement in many other areas. The leadership and management of the school are more effective. Curricular documentation now gives much more support to teachers and assessment of what pupils know and can do means future work

can be planned effectively. Standards in information and communication technology (ICT) have improved, particularly since the installation of the new computer suite. The quality of teaching is better than that reported last time. The provision for pupils' spiritual, moral, social and cultural development is better. There are closer links with parents and the community. Resources for many subjects are better.

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	C	B
mathematics	E	E	E	D
science	E	E	D	C

Key

well above average A

above average B

average C

below average D

well below average E

The table shows the standards attained by the Year 6 pupils last year in the national tests. These are the latest tests for which national comparisons are available.

These show that standards in English were in line with the national average but below in science and well below in mathematics. However, the present Year 6 pupils have different skills and are much better at mathematics and better at science. Inspection evidence and teacher assessment show that these pupils are now working at the expected level in mathematics and science.

Standards attained by pupils in Year 2 in 2002 showed reading and writing to be in line with the national average although standards in mathematics were below. The present Year 2, however, are working to the expected level in mathematics.

Over the past three years, standards in the core subjects have risen in both key stages and this improvement is broadly in line with the national average. Standards for seven- and eleven-year-olds are average in all other subjects and the pupils achieve well given their starting points. The children in the Foundation Stage make good progress and the majority achieve expected standards by the time they leave reception.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are generally enthusiastic in class and willingly join in activities during lessons.
Behaviour, in and out of classrooms	Good. Pupils generally behave well in lessons, around the school and in the playground.
Personal development and relationships	Good. The school makes good provision for pupils' personal development and there are very good relationships between adults and pupils.
Attendance	Below the national average.

The school has an ethos which is caring and includes all pupils and staff. The contributions of all members of the school community are valued.

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.

Pupils are taught well. The strongest teaching seen during the inspection was in the Foundation Stage and classes in Key Stage 2.

A particular strength in teaching throughout the school is the very effective management of pupils. This means that there is a consistent approach so that pupils understand how they are expected to behave and are therefore usually able to make progress in their learning. When individuals overstep the mark, teachers or support staff usually use effective strategies to bring them back to task. Another strength in the teaching is the way teachers plan for continuity and progression by looking at the work they are going to do with teachers in the same year group and, also towards the end of the school year, with teachers in the year ahead of them.

Where teaching is less effective in parts of a small number of lessons there is a lack of pace or tasks do not challenge pupils sufficiently. Then some pupils become bored and restless and their learning suffers.

The National Numeracy and Literacy Strategies have been implemented well and this has helped the pupils to make good progress in English and mathematics.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall with very good provision in the Foundation Stage.
Provision for pupils with special educational needs	Very good. Pupils' needs are identified quickly and good individual education plans (IEPs) are put in place.
Provision for pupils with English as an additional language	Good support for the small number of pupils is given in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The very good provision for pupils' social and moral development makes an important contribution to their good attitudes and behaviour.
How well the school cares for its pupils	The school cares for its pupils very well. The very good relationships seen in school mean that teachers and other staff know pupils very well and so encourage good personal as well as academic development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads the school very well and has a very clear vision of how to make further progress. She is very well assisted by the recently appointed deputy headteacher who has taken important roles in the management team. Her skills complement those of the headteacher very well. The key stage leaders complete a strong management team. They

	have the full support of a very hardworking group of teachers and support staff.
How well the governors fulfil their responsibilities	Governors have developed their roles significantly since the last inspection and now fulfill their responsibilities very well. They bring enthusiasm and skills to their role and many are closely involved in the everyday life of the school.
The school's evaluation of its performance	The school now evaluates its performance very well. It has analysed its performance in the national tests to enable future work to be carefully planned to further improve attainment standards.
The strategic use of resources	This is done well with both the school management team and governors aware of the need to get best value for the money the school receives and spends.

There is a good match of teachers and support staff to the needs of the school. Accommodation is good and there are good resources available for many subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • They feel their children are taught well and make good progress. • They know their children are expected to work hard in lessons. • They feel they are kept well informed about how their children are progressing and are comfortable in approaching the school if there is a problem. • They think the school is well led and managed. 	<ul style="list-style-type: none"> • A few parents think that their children do not get the right amount of work to do at home. • Some parents think that more activities should be provided for children out of lesson time.

The inspection team agrees with all the positive judgements made by parents and considers the amount of homework is appropriate and that the extra-curricular provision is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The national test results are used to make comparisons with schools nationally and with similar schools. Similar schools are those identified as having a similar number of pupils who are entitled to free school meals.
2. The 2002 national tests showed that pupils in Year 6 attained standards in English which were in line with schools nationally and above the standards seen in similar schools. This was because English had been identified as a focus for attention and a lot of time and effort had been put into the teaching. However, the results in mathematics and science were poorer. Standards in mathematics were well below those of schools nationally and below those of similar schools; standards in science were below average for schools nationally but were in line with standards in similar schools. Standards attained by the Year 2 pupils in 2002 showed that reading levels were in line with national averages and well above those seen in similar schools. Standards in writing were also in line with schools nationally and above those seen in similar schools. However standards in mathematics were well below those seen nationally and below those seen in similar schools.
3. However, over the last three years, standards in both key stages moved nearer to the national average and the improvement was broadly in line with the national trend.
4. The Year 6 and Year 2 pupils in this school year (2002/3) have taken the national tests but, as yet, comparisons with all schools and similar schools are not available. The Year 6 cohort has been recognised as having a greater aptitude for mathematics than the previous year group. Teacher assessment and inspection evidence suggests that pupils are now working at the nationally expected levels. There is a similar picture seen in science standards, again they are meeting the national expectations. The present Year 6 are working slightly below the expected level in English.
5. Children make good progress in the nursery and reception classes. By the time they join Year 1 classes the majority have successfully achieved the early learning goals.
6. In ICT, standards are now in line with those expected. The development of the recently established computer suite has been an important aspect of this improvement. Standards in religious education meet the expectations of the locally agreed syllabus.
7. Standards of achievement in the foundation subjects such as geography, history, physical education, music, design and technology and art and design meet the requirements of the National Curriculum.
8. Pupils are achieving well. They make good progress from their starting level. Pupils who have English as an additional language are given good support in lessons and make good progress. As a result of the very good provision, pupils with special educational needs reach good standards of attainment overall against the targets set for them in IEPs and in their work in all subjects. Lessons are planned well to meet their learning needs and they make good progress. Pupils have good attitudes and behaviour, and are keen to learn because the school provides an inclusive, motivating environment.

Pupils' attitudes, values and personal development

9. Pupils form very good relationships, show positive attitudes towards school and their work, behave well and their personal development is good. The good partnership with parents together with the very good provision for pupils' personal development at school make significant contributions to these positive attitudes and values.
10. Pupils' attitudes to school are good overall. Based on questionnaire returns, most pupils like school. Discussions with Year 6 pupils confirm that school plays an important part in their lives. For example, they ranked school ahead of hobbies, level with friends and only behind family in a list of the important things in their lives. They are positive about their teachers' fairness and kindness, including the good explanations they give when pupils do not understand. They talk positively about the way teachers make learning interesting and fun. They are also positive about the accommodation and the improving range of resources, especially the computer suite. The very good relationships amongst nearly all pupils also make a significant contribution to their positive views. They would appreciate more play equipment and some school teams. Attitudes seen in lessons are good overall. In nearly all lessons, most pupils listen and concentrate well and are keen to respond to teachers' questions. Pupils' favourite subjects and lessons are those where they are practically involved, such as art and design, physical education and circle time, which provides them with good opportunities to discuss their feelings and concerns in a safe, supportive atmosphere. English, science and mathematics are also liked by a significant proportion of Year 6 pupils. The best attitudes and behaviour occur in lessons where expectations are high and pupils are busy and engaged in a variety of activities which provide the right level of challenge for them. Special educational needs pupils and those with English as a second language are positive about the extra support they get.
11. Behaviour is good overall. The good and reliable behaviour of nearly all pupils is an important element in the prevailing positive atmosphere for learning. In most lessons, nearly all pupils are at least well behaved and in many behaviour is very good. In a minority of lessons, especially in Year 5, teachers need to address the behaviour of a few pupils. Prior to moving in groups, pupils form orderly lines and move about in a calm and responsible way. Behaviour of nearly all pupils at lunchtime, playtimes and in assemblies is good. There is no sign of any bullying, racist or sexist behaviour. Nearly all pupils take good care of property and resources and help keep their school in attractive condition. Parents and pupils confirm that bullying incidents are rare and well handled by staff. There has been no permanent exclusion for a number of years, whilst the level of fixed-term exclusions is broadly in line with national figures. Nearly all these exclusions relate to a very small minority of boys identified as having significant emotional and behavioural difficulties. The school works hard and very effectively to address the needs of these pupils. Most parents are positive about pupils' behaviour, but a small minority justifiably express some concerns about the behaviour of a few pupils.
12. Relationships between adults and pupils and among pupils are very good overall. Adults act as very good role models. Teachers value pupils' work and effectively praise effort and good work. For example, pupils in Year 6 speak positively about the support they get from teachers and the fair way in which they are treated. As a result, in most lessons the majority of pupils are comfortable working in small groups, expressing views and asking questions of their teachers. This assists their learning. Very good relationships among pupils is a very positive feature. Parents are very positive about the way nearly all pupils respect and care for each other.
13. Pupils' personal development is good overall. The very good provision for pupils' moral and social development together with good provision for spiritual and cultural development make a major contribution. A discussion with a group of Year 2 pupils

reveals that they have already got a strikingly clear and disapproving view of what represents unacceptable behaviour and why. Most pupils know and calmly carry out the daily routines expected of them. Pupils show concern for others, if they are ill or otherwise upset. Pupils regularly and without prompting, hold doors open for each other and adults. When questioned in groups, pupils are comfortable listening to different views expressed by others. Pupils grow in confidence as they get older, becoming increasingly comfortable taking responsibility as they move through school. For example, a group of playtime buddies, drawn from Years 5 and 6 pupils, help in the playground and dining hall, by involving pupils who feel lonely or isolated, in others' games. The children's forum, comprising two elected representatives per year group from Years 1 to 6, is making a difference by getting the views of pupils heard on a regular basis. They regularly seek the views of their year groups, make meeting notes and feedback significant outcomes to the rest of their year group. They have played an important part in setting up a number of clubs, raising money for playground projects and organising litter collections.

14. Attendance is unsatisfactory overall. At just over 93 per cent, in the current and previous year, it is below the national average. Whilst absence is dominated by illness, holidays during term time is an important secondary reason. The unauthorised absence level is broadly in line with the national average. Most pupils come to school on time and settle to their work promptly and calmly.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching and learning is good overall and makes a major contribution to pupils' good achievement over time. The improved quality of teaching and learning is one of the main reasons why this is an improving school. Compared with the previous inspection, there is a much higher proportion of good and very good lessons and a smaller proportion of satisfactory lessons. Improvement is due to higher expectations of what pupils can achieve, greater breadth and balance in the curriculum and more effective procedures for monitoring and evaluating the quality of teaching and learning by senior managers and subject co-ordinators. These improvements result in good levels of consistency in the quality of teaching and learning across nearly all year groups and subjects.
16. During the inspection, teaching was judged to be satisfactory or better in all lessons seen. In six per cent of lessons the teaching was excellent, 33 per cent was very good or better, with 70 per cent of the 72 observed lessons judged to be good or better. This compares with the previous inspection when six per cent was very good or better, 33 per cent good or better, 81 per cent was satisfactory or better but over 12 per cent was unsatisfactory.
17. Teaching is good overall and in each key stage. The proportions of very good or better teaching are significantly higher in the Foundation Stage and Key Stage 2 than in Key Stage 1. The most significant difference is the higher proportions of lessons with high levels of challenge, pace and use of a wider variety of teaching methods, in these two key stages. The most effective teaching was seen in the classes in the Foundation Stage and in one class in Year 6.
18. In a physical education lesson for a reception class, very good teaching, now and in the past, means that pupils have very good control of the movements they make. The good pace of the teaching in the lesson means that pupils cover a good range of activities and make good progress. A music lesson for the full Year 2 group showed that pupils had achieved the required standard in singing and were using the required music vocabulary. In a Year 2 history lesson the excellent teaching enabled pupils to understand the impact

of the Americans landing on the moon. Pupils have a good understanding of the 'space race' between the Americans and the Russians. A very sensitively presented lesson to a Year 6 class explored what might be the problems of transferring to secondary school. The excellent teaching encouraged a very positive response from the pupils and developed their self-esteem.

19. Pupils show good attitudes to learning and their work in all key stages. They show good levels of interest, concentration and a growing knowledge of their own learning as they move through school. However, in some lessons, especially in Years 1 and 2, the effort levels shown and pace at which they work are no better than satisfactory.
20. Literacy and numeracy are taught well with the contribution of the classroom support assistants being particularly effective.
21. Pupils with special educational needs have carefully constructed individual education plans tailored to their needs and regularly reviewed. These cover basic skills in literacy and numeracy and guide the teaching in other subjects. They are implemented by learning assistants under the guidance of the teacher, who consults regularly with the special needs co-ordinator. Assessment is used effectively to inform teaching strategies and break down the learning objectives into small steps. Targets are measurable and time-limited, allowing continuing progress in small steps. If targets are not achieved they are revised and rewritten to allow further support to be given. The small number of pupils who have English as an additional language are also well catered for.

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

22. The school provides a good, broadly based and balanced curriculum that includes all the subjects of the National Curriculum and religious education. The curriculum meets the statutory requirements for all subjects. Comprehensive schemes of work are in place. The school has given a high priority to literacy and numeracy to raise standards and has been very successful in attaining improved standards in numeracy in Key Stage 2. Planning for religious education meets the requirements of the locally agreed syllabus. The use of topic structures is well supported by effective cross-curricular planning. For example, topics in history and geography are supported by planning webs that define coverage, where possible, in all subjects and this is used very well in year group planning by teachers. This a further improvement since the last inspection. Pupils experience a rich, creative curriculum.
23. A key issue at the last inspection was to ensure that sufficient time was allocated to ICT. This has been done and all pupils have good and equal opportunity to learn. Design and technology is also improved and this is now good. The provision for science is very good. Further, the school has refined all curricula in the foundation subjects by adopting national schemes of work. This ensures consistently good provision for the development of pupils' skills and knowledge in these subjects. The teachers plan thoroughly for literacy and numeracy using the National Literacy and Numeracy Strategies. There is excellent practice by some teachers and this needs to be shared effectively, so that all staff fully exploit this potential. For example, excellent provision and planning was seen in a Year 6 mathematics lesson when pupils gave a presentation of their work in problem solving and calculation to support speaking and listening. Year groups collaborate in their weekly planning and often in their daily planning. This means that pupils get consistent input to meet their needs as learners. The continuous assessment of pupils' learning is a very good feature in provision as this provides staff with information that helps them to refine curricula and provide the best learning opportunities for different groups of pupils. Subject co-ordinators collect samples of work and scrutinise books to check for the

consistency of pupils' experience against curriculum requirements. There is good provision for swimming instruction for pupils. The very good provision throughout the curriculum for pupils with special educational needs and with English as an additional language is evident in all lessons. They are fully integrated into all aspects of learning. Teachers and learning support assistants plan very well together to achieve this.

24. The provision for extra-curricular activities is good, both in quantity and quality. It enriches the whole curriculum and particularly music, physical education and the arts. All pupils have access, although there is less available for the younger pupils. Inspectors noted a very good level of attendance and, so, a good input into pupils' learning. In observing, inspectors noted the high quality of pupils' sportsmanship, co-operation, and determination to succeed. The homework club gives good support to pupils and the arrangements for homework in classrooms is satisfactory and relates well to what pupils are learning.
25. A major strength of the school is its good co-operation with, and the use it makes of, the local community to enhance its provision for pupils. This planned interaction, for instance with Groundwork Leeds for the wildlife area and environmental studies, and with a major local newspaper for English, is a significant stimulus to pupils' learning and personal and social development. The good range of curriculum opportunities planned through visits to the school spans the whole curriculum for pupils. For instance, residential adventurous pursuits at Arnside, outings to historical sites, field trips, and visits to the school by the police, firemen and also drama workshops. Visits from religious leaders with complementary visits to places of worship underpin a good multicultural curriculum. The school has very good contacts with partner institutions and makes very good use of the opportunities available for pupils' learning. Links with a Beacon school have improved aspects of literacy and booster groups with another primary school has improved mathematics. Further links with the West Leeds Family of Schools gives added benefit. The school has good links with, and co-operates well with the intake secondary school in bringing secondary expertise to the school to support a good initiative in drama.
26. The planning for and delivery of the National Literacy and Numeracy Strategies are good. The school has adopted a new national scheme that ensures that pupils of all abilities are challenged in their work. Teachers' skills in aspects of the strategies, such as pace, leading discussions and questioning to develop vocabulary and understanding, are now good. This is because areas for development are clearly identified, training is directed well to effect improvements, and all staff work very effectively as a team with the objective of raising standards.
27. The school's arrangements for personal and social education are very good, and supported by effective, definitive policies. Much of the sex education and drugs education is taught through this aspect of the curriculum, supported by topics and science provision. This very good provision permeates the whole curriculum. Contacts and activities in the local community, for the environment for example, are used very effectively. The school council is well embedded and this gives pupils good opportunities to take responsibility and be proud of their input into improving the school. Pupils spoke enthusiastically with inspectors of their pride in gaining awards, and some of how they have improved their behaviour and respect for others through taking part. The captain's table and the newly introduced buddy system on the playgrounds demonstrate the very good relationships and mutual respect that exist between staff and pupils. Plans are well implemented to support a structured programme in education for citizenship.
28. The school makes very good provision for pupils' spiritual, moral, social and cultural development. This shows good improvement since the last inspection. The school is successful in creating a community where pupils' personal development and respect for the individual are actively encouraged.

29. Provision for the development of pupils' spiritual awareness is good. Its fruits are seen in the very good relationships within the school, and pupils' appreciation of their own responsibility for the wellbeing of others. Pupils' understanding of the spiritual side of life is nurtured and strengthened through the links with the local churches, some of whose members come to take part in assemblies and seasonal services. Whole-school assemblies and class assemblies enable pupils to take part in discussions on spiritual themes, but class assemblies do not always include an act of worship, or enough time for reflection. In lessons, pupils have some good opportunities to deepen their spiritual awareness as, for example, in the reading and writing of poetry, through creative work in music, art, drama and dance, and in visits to different places of worship, such as the local parish church and a Hindu temple.
30. The school's provision for pupils' moral development is very good. Most pupils respond positively to teachers' expectations of responsible attitudes in work and behaviour, and pupils with behaviour problems are helped to understand how to control their volatile moods. There is a clear code of conduct that pupils understand and accept. Pupils value the reward systems, such as stickers, badges and certificates, and achievements in all areas of school life are regularly celebrated. Pupils learn about right and wrong in assemblies, circle time, and the personal, social and health education programme, as well as in the daily routines of school life. Subjects of the curriculum make a good contribution to pupils' understanding of moral issues. In religious education, for example, pupils learn about the Ten Commandments and the parable of the Good Samaritan, and in music they become aware of the need for a collaborative approach in group work.
31. Provision for social development is very good. In lessons and in extra-curricular activities pupils make good use of the many opportunities for working in a variety of different groupings to learn how to develop self-confidence, and to co-operate with others. For example, Year 2 pupils are able to sing expressively in a large group, as evidenced in the song 'So What?' and pupils in a Year 5 history class can work effectively in pairs when discovering ways in which old photographs give information about life in Bramley in bygone days. Pupils of all ages are actively encouraged to take responsibility in school life. Younger pupils become accustomed to working as classroom monitors, and older pupils help others to socialise at lunchtimes through the buddy initiative. The children's forum meets regularly and pupils contribute suggestions through their class meetings. Pupils also take an active part in charity and fund-raising work, such as 'Comic Relief'.
32. The school makes good provision for pupils' cultural development. Pupils have good opportunities to appreciate their own customs and traditions, and also those of other cultures. They benefit from being able to join a wide range of lunchtime clubs, as well as taking part in trips to museums and residential visits to Arnside and Kettlewell. One of the strengths of the provision is the school's link with the local college of performing arts, which enables pupils to explore modern music making and attend masterclasses if they show an aptitude in playing the guitar and percussion instruments, for example. The school places great importance on helping pupils to learn about different cultural traditions as, for instance, through the study of world religions, and in the very successful multicultural week in which pupils and parents celebrated the art, music, dance and cuisine of countries across the world.
33. The special educational needs co-ordinator, in consultation with classroom staff, ensures that pupils' special educational needs are identified early in their school life. The graduated response outlined in the Code of Practice is effectively deployed and parents are consulted and informed at every step. Support is provided for pupils with behaviour difficulties, for whom an individual behaviour plan is devised. IEPs are in daily use to guide staff as they respond to individual needs. Other agencies are involved as required,

and each pupil's needs are reviewed regularly and the amount of support adjusted according to need.

34. The key to the good and improving curricular provision is the headteacher's very good leadership as the curriculum manager. Subject leaders have been given fully delegated responsibility for their subject areas and all staff, through their very good leadership and the good school development planning, now has ownership of curriculum development. The very good monitoring and assessment systems give the headteacher regular and accurate feedback and this is used to identify training needs, obtain necessary resources and evaluate improvements to continue refining the curriculum to meet pupils' needs and raise standards further.
35. Pupils with special educational needs benefit from the same broad, balanced curriculum and range of experiences as that offered to all pupils. Some strategic withdrawal from lessons takes place for individual or group learning on specific skills, but staff ensure that times alter so that the curriculum does not become unduly narrowed by pupils missing the same lessons. As the pupils are very well supported by the number and quality of well-trained support staff they are able to be included fully in the life of the school. A register of gifted and talented pupils is in the process of construction in Key Stage 2. When this is complete it will help the school to ensure that the curricular needs of these pupils are provided for.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The care arrangements for pupils are very good overall. Assessment procedures are now very good in the majority of subjects, particularly in the tested subjects. This is a significant improvement since the previous inspection.
37. Procedures to promote and ensure pupils' wellbeing are very good. The school has very good arrangements for induction to nursery, reception and other classes. Transfer arrangements with the secondary schools are well established and effective. Pupils confirm that they are well cared for when they are ill or otherwise distressed. The school works hard and deals very effectively with the small minority of pupils who are socially or emotionally vulnerable. Child protection procedures and those for 'looked after' pupils are good. The procedures to follow and the designated staff member are known by adults in the school. Good links exist with social and other support services, such as the school nurse and the education welfare officer.
38. Procedures to ensure pupils' health and safety are good overall. Teachers make pupils aware of health and safety issues in lessons, such as in physical education, design and technology and science. This effectively contributes to the development of a safety conscious attitude among them. Separate playgrounds for younger and older pupils and the phasing of playtime means that the playground is a safer place. Key risk assessments are in place, including those for school trips and visits. Appropriate arrangements are in place to ensure safe use of the Internet and e-mail. First-aid arrangements are well established and appropriate. Regular inspection of portable electrical equipment, based on a full register of equipment, is not yet established, however.
39. Procedures to monitor and promote good behaviour and discipline are very good overall. Mutual respect and tolerance are the practical basis of all behaviour in school and nearly all pupils respond positively. There is a very effective emphasis on explicitly recognising good behaviour. Ongoing praise, in lessons and assemblies, are routine features. Measures to create and maintain discipline are appropriate, proportionate and consistently applied by staff.

40. Procedures for monitoring and eliminating oppressive behaviour, including bullying and racism, are very good overall. The small minority of pupils with significant behaviour difficulties are clearly identified. Behaviour improvement plans and additional support from the local education authority's behaviour support team are very well used to support these pupils. The school has successfully integrated a number of pupils from other schools who were at risk of permanent exclusion, which is a positive indication of the effectiveness of its measures. There is a clear proportionate set of sanctions in relation to classroom and playground behaviour. The lunchtime staff are very well supported by teaching staff and senior management in relation to playground incidents. Parents are effectively involved where concerns arise. Incidents of bullying or racism are openly confronted and dealt with. Pupils confirm that they feel comfortable reporting rare incidents of bullying or other anti-social behaviour. Parents and pupils confirm that the measures taken to resolve such cases are usually very effective.
41. Procedures to monitor and improve attendance and punctuality are good overall. The education welfare officer is effectively involved in helping to resolve the small minority of cases where there are persistent attendance difficulties. The school identifies and closely monitors the attendance of a larger cohort of pupils. Pupils get certificates in recognition of full termly and annual attendance. However, there are areas for improvement in the management of attendance. Whilst registers are appropriately completed, this information is not converted into a form that supports data analysis and subsequent identification of key actions, based on the magnitudes of different categories of absence, for example.
42. Procedures for analysing test results and other assessment information is much improved since the last inspection when this area was identified as a weakness and a key issue for improvement. Such procedures are now very good and being used to good effect in raising standards in all subjects across the curriculum.
43. Procedures for assessing and recording progress for all pupils are good. Key objectives for learning are currently in place for all subjects. Teachers are regularly assessing pupils' learning and tracking their progress. These procedures are relatively new in some subjects. Staff are using this data to inform their next planning and pupils whose progress is slow are identified early for monitoring or support. As a result, there is a coherent overview of how well pupils are achieving in each subject. Class teachers keep their own records. The deputy headteacher, who organises support for pupils, monitors these records, allocates additional support for individuals or groups, such as special educational needs, multi-ethnic pupils or those who need additional language support. The success of any support given is monitored to assess its effectiveness in maintaining progress.
44. Statutory assessment procedures are securely in place for Years 2 and 6. Teachers make good use of optional test materials to assess learning for other year groups. Pupils' test results are tracked and also used to identify pupils needing additional monitoring or support. Senior managers and teachers negotiate targets in English and mathematics for all pupils, which are appropriately challenging and linked to previous achievements. This information is shared with class teachers so that it guides future planning and support for pupils. Targets are shared with pupils and they are involved in self-assessment where appropriate.
45. In English, mathematics and science, class teachers have worked very hard to assess pupils' work using consistent interpretations of levels achieved. They have discussed pieces of pupils' work and come to common agreements to allocate appropriate levels. This work has resulted in portfolios of assessed work for English, mathematics and

science that are successfully supporting staff in applying consistent interpretations for these subjects. More accurate data is now available to inform planning and pupil targets. Teacher assessments for national comparison are becoming more reliable.

46. Marking is always at least satisfactory and often good in the juniors' workbooks, when comments are linked to the learning involved and give advice on how to improve, so that pupils are involved in their learning. This was particularly good in Year 6 where pupils sometimes responded with comments to their teacher on the challenge of their work.
47. Statutory test papers are analysed annually to identify strengths and weaknesses in pupils' performance and information is shared with all staff. Any areas for development identified are linked to staff training. Nationally benchmarked test data is analysed and shared with staff and governors. Training has been held to enable class teachers and governors to understand data and benchmarks in order to gain an overview of school performance in English, mathematics and science and to compare school performance with the West Leeds Family of Schools and the national picture.
48. The headteacher feels that this work has been especially instrumental in raising expectations of class teachers and has developed a shared culture that 'Whitecote pupils can succeed'. The school has made very good progress in addressing the many key issues from the last inspection and this work is enhancing the drive to raise attainment.
49. Procedures to monitor and support pupils' personal development are very good overall. Pupils and their needs are very well known to staff. Good work and attitudes are celebrated on a weekly basis in assemblies. This recognition and reward provides pupils with frequent and public confirmation of what is good in their lives and helps raise their self-esteem. School trips and the wide range of clubs make a good contribution to pupils' personal development but the contribution made by school teams is less than usually seen. There is an unusually effective and explicit means of supporting pupils' personal development through classroom displays. Displays spell out what is needed to do 'good asking', 'good sitting', 'good listening', 'good looking' and 'good answering', for example. A brief report on pupils' personal development forms part of the annual report to parents. Parents are positive about the school's part in helping pupils become mature and responsible. They are particularly impressed by the school's emphasis on respect for everybody and pupils' growth in confidence, based on getting all pupils to participate within a supportive community.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Overall, the partnership with parents makes a good contribution to the quality of education provided and the standards achieved. The school justifiably enjoys the trust and confidence of most of its parents.
51. Parents are positive about what the school provides and achieves. Nearly a quarter of parents replied to the questionnaire and 23 parents attended the pre-inspection meeting. Most confirm that their children like school and make good progress. They consider that school has high expectations and helps pupils become more mature and responsible. They are positive about the teaching and the information provided on pupils' progress. Most feel comfortable approaching this very well led school with suggestions, questions or concerns. Inspection findings fully support parents' positive views. Nevertheless, nearly a quarter do not consider that the school provides an interesting range of activities outside of lessons. Comments attached to the questionnaires suggest this is a concern among parents of infant pupils, primarily. Around a sixth express concerns about pupil behaviour and homework. Inspectors judge the range of extra-curricular activities,

including the breakfast and after-school clubs, to be good. Inspectors judge behaviour to be good overall and the homework levels to be satisfactory.

52. Links with parents make a good contribution to pupils' learning. The school works hard and effectively to find out and address the needs of its parents. For example, it carried out and responded to a survey to establish what parents like about school and what could be improved. As a result, termly curriculum information is now provided for each year group. Teachers are accessible, approachable, listen and usually effectively address parents' concerns. Pupils' reading diaries provide a routine communication link between home and school. Parents are fully involved when concerns about pupils' progress, behaviour or attendance arise.
53. The quality of information given to parents is good overall. Ongoing contacts and twice yearly parents' evenings mean parents are given good opportunities to get regular updates on progress or concerns. Termly curriculum information provides parents with a good outline of pupils' future school work. Regular newsletters keep parents effectively informed about ongoing school life. The attractive prospectus gives a clear outline on school's expectations and character. The governors' annual report to parents gives a clear outline of the issues they are working on. The quality of pupils' written annual reports is satisfactory. Reports convey a clear sense of what pupils are doing and give an adequate indication of pupils' progress in the tested subjects and their general personal development. Whilst in most reports some areas for improvement are identified, these would be much clearer if listed separately as two or three key items. Reports lack a simple indication of how well pupils are doing by national standards and whether the academic progress they are making is good enough. As a result, some parents justifiably feel reports lack context and are somewhat bland.
54. Parents' involvement makes a satisfactory contribution to pupils' learning and the life of the school. Discussions with pupils indicate that most have somebody at home who checks that set homework is done. Many parents attend and enjoy performances at Christmas, sports days and assemblies to recognise a range of pupils' achievements. Parental attendance at parents' meetings is generally good. A small number of parental helpers assist, mostly in infant classes. The active Friends' group provides good support by organising a range of social and fund-raising events. These activities also help to establish and maintain good informal links between staff, parents and pupils, as all parties are involved in many of the events. The events, therefore, also contribute to pupils' wider social and personal development. Most parents are keen for their children to do well and respond positively to individual requests to discuss issues such as pupil progress, behaviour and attendance. However, a minority of parents do not deliver on their key responsibility of ensuring their children attend school routinely, leading to below average overall attendance. The school also has to work hard to get a smaller minority of parents to inform them, in the event of absence.
55. Parents of pupils with special educational needs are well informed of the provision made by the school and involved as much as possible. Parents are welcomed into the school and are able to check on their children's progress, for example with behaviour targets, on a daily basis if required. They are encouraged to support the school's efforts at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The school is very well led by the headteacher who has been in post for the last three years. She has worked hard to put curricular and management plans in place which are now beginning to improve the standards of work seen in school. A particular strength of her leadership is the way she has created an ethos in which all staff regard themselves as part of the team who make an important contribution to the academic and personal

development of pupils. The hardworking staff regard this teamwork as a major reason why the school is improving.

57. The recently appointed deputy headteacher has taken on important aspects of the school and is already making an important contribution to how the school is developing. Her work on the analysis of test results and attendance is particularly effective. The key stage leaders who are members of the senior management team support the headteacher well. They have contributed well to the monitoring of planning and teaching.
58. The school development plan is an effective document for school improvement. As well as the headteacher, many staff and governors have been involved in its creation and monitoring. It effectively identifies the important priorities for how the school can improve.
59. The governing body is now very effective. Governors have undertaken extensive training and have gained a better understanding of their responsibilities. They bring many skills and interests to the governing body. They are now much more involved in the day-to-day life of the school which gives them a greater understanding of what needs to be done in the future.
60. Co-ordinators of subjects manage and monitor their subjects well. Finances are well managed by the headteacher and school clerk on a day-to-day basis and are monitored well by an effective governors' finance committee. The principles of best value are understood and acted upon. For example, governors compare the cost of buying in education authority services with those available from local firms.
61. Pupils' learning, over time, benefits from the very good leadership and management. The headteacher continually challenges staff to raise pupils' aspirations and achievements. Lesson observations and associated feedback are very well established and effective. The practice to have at least one experienced teacher in each year group, helps to ensure consistency in the delivered curriculum. Teachers plan well together. This is an important factor in minimising the impact on learning of staffing instability or inexperience.
62. Current staffing levels are good in meeting the pupils' needs as well as the statutory requirements of the National Curriculum. High levels of support staff provide experienced and well-informed help to pupils and class teachers in a wide variety of everyday situations. This has a marked impact on the pupils' progress, including those with special educational needs and English as an additional language. The accommodation and resources of the school are good and contribute well to the progress made by pupils.
63. The special educational needs co-ordinator, who took up her post in September, has energetically reviewed the school's policies and improved recording and tracking documents to ensure that pupils' needs are met effectively. The statutory provision specified in statements is in place and annual reviews are carried out in accordance with the legislation. Visiting professionals, especially the speech and language therapist, work together with the school staff to meet pupils' needs. The special educational needs co-ordinator acts as line manager for the learning support staff who have the benefit of regular training and are mainly very experienced. The special educational needs governor is aware of all the school's procedures, policies and practices with regard to pupils with special educational needs and is very supportive. The special educational needs budget is well deployed in providing learning assistant support to individuals and groups. This means that a second adult is available in each class to facilitate inclusion.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. To improve the quality of education provided, the governors, headteacher and staff should:

1) Develop pupils speaking and listening skills in all subjects by continuing to encourage pupils to reply to teachers' questions with well thought out and extended answers.

(Paragraphs 66, 74, 97, 99)

2) Improve attendance rates by:

- systematically analysing data by category and absence; and
- continuing to share concerns with pupils and parents.

(Paragraphs 14, 41)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

72

Number of discussions with staff, governors, other adults and pupils

50

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	18	29	21	0	0	0
Percentage	6	25	40	29	0	0	0

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

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)	44	394
Number of full-time pupils known to be eligible for free school meals	0	116

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	5	72

English as an additional language

	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	6.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	29	26	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	24	24
	Girls	24	23	24
	Total	47	47	48
Percentage of pupils at NC level 2 or above	School	85 (74)	85 (74)	87 (77)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	23	21
	Girls	24	25	24
	Total	47	48	45
Percentage of pupils at NC level 2 or above	School	85 (74)	87 (79)	82 (86)
	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	24	36	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	16	18
	Girls	26	19	26
	Total	39	35	44
Percentage of pupils at NC level 4 or above	School	65 (64)	58 (49)	73 (73)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	16	18
	Girls	24	24	24
	Total	36	40	42
Percentage of pupils at NC level 4 or above	School	60 (64)	67 (73)	70 (75)
	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	328	0	0
White – Irish	0	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	2	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)	16
Number of pupils per qualified teacher	23.2
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	22
Total aggregate hours worked per week	555

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	44
Total number of education support staff	4
Total aggregate hours worked per week	120
Number of pupils per FTE adult	11.1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5.6
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	2

FTE means full-time equivalent.

Financial information

Financial year	2001/2
	£
Total income	1,027,308
Total expenditure	1,028,316
Expenditure per pupil	2,295
Balance brought forward from previous year	18,310
Balance carried forward to next year	17,302

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	482
Number of questionnaires returned	106

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	38	6	3	2
My child is making good progress in school.	57	41	2	1	0
Behaviour in the school is good.	30	51	13	4	2
My child gets the right amount of work to do at home.	34	51	9	6	0
The teaching is good.	56	41	3	0	1
I am kept well informed about how my child is getting on.	42	45	9	1	3
I would feel comfortable about approaching the school with questions or a problem.	51	40	7	2	1
The school expects my child to work hard and achieve his or her best.	71	27	0	1	1
The school works closely with parents.	38	47	9	4	2
The school is well led and managed.	43	40	5	6	7
The school is helping my child become mature and responsible.	54	39	5	1	2
The school provides an interesting range of activities outside lessons.	31	35	16	8	10

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

65. The provision made for children in the Foundation Stage is good. Children start nursery in the term after they become three years old. The level of attainment for children entering the nursery is below average in all areas of learning with the exception of their physical development.
66. Standards have improved since the previous inspection. Children make good progress in both the nursery and reception classes. By the time they join Year 1 classes the majority have successfully achieved the early learning goals and exceeded the goals for creative development. There is a significant minority, however, who do not achieve the goals by the end of the reception year. This is because they start nursery with speech and language skills that are very limited.
67. The standard of teaching in the classes is good. The praise and encouragement given by staff and the high expectations they have for children result in high levels of achievement. Staff have a very secure knowledge of the Foundation Stage curriculum and of individual children's needs; this forms the basis of the provision of a very well organised, rich and interesting curriculum that addresses all the areas of learning. Children with special educational needs are identified early and appropriate programmes of study are put in place.
68. The leadership and management of the Foundation Stage are very good. Over the past six months preceding the inspection, there had been considerable disruption to the continuity of staffing due to illness. During the inspection there was a temporary teacher in overall charge of the nursery, a recently appointed newly qualified teacher in one reception class and an experienced teacher in the other. The experienced teacher had moved at the beginning of the term from another post within the school. Despite these considerable changes in personnel the quality of teaching and learning was not diminished. This is due to the very effective planning for learning, that was already in place, and the outstanding support and commitment of the nursery nurses and classroom assistants.

Personal social and emotional development

69. The quality of teaching, learning and progress made by the children is good.
70. Children come into nursery with their parent or carer and together they complete the class routine of using a name card to self-register and making a decision in answering a question. Once this procedure is completed children part happily from their parents and move confidently on to work at a range of self-chosen activities. Children put on their own coats at home time and the more able fasten their zips. The children play happily alongside each other, but many find it difficult to negotiate when attempting to share toys or equipment. They take turns when playing a game supported by an adult and sustain their attention well. During the year children's work is kept in a file alongside comments by the nursery staff on all areas of the curriculum. This profile is regularly shared with parents. Some children take great pleasure in sharing these files with visitors and demonstrate their memory of, and enthusiasm for, learning.
71. In the reception classes the positive attitudes to learning that many children have developed in nursery have a significant impact on their progress. When asked to stop

activities children respond promptly and tidy the area in which they have worked. Teachers praise individuals for their good behaviour and this is very effective in demonstrating the expectations to others. During a circle time activity most children respond sensitively when asked to find kind things to say to a puppet that is feeling unhappy. Children show courtesy and consideration to each other, following the very good examples set by staff. The teachers and classroom assistants reinforce these positive attitudes and show that thoughtfulness is valued.

72. Many children find it difficult to sustain their attention in whole-class sessions despite the clear explanations of what constitutes 'good listening'. Some find it difficult to sustain their concentration when the task is not self-chosen and involves listening to a range of instructions.

Communication, language and literacy

73. The quality of teaching in this area is good. The teaching of early literacy skills is very good in the reception classes.
74. Many children join the nursery with very limited vocabulary and poor speech. Some of these take considerable time to develop the confidence to initiate a conversation with an adult or another child. The many activities provided and the generous ratio of adults to children mean that children have very good opportunities to speak with adults in small groups. Nursery practitioners are very good at modelling language for children while they are engaged in practical activities, such as mixing powder paints or preparing snacks. Consequently the children make rapid progress towards achieving their early learning goals. However, they make slower progress in developing their language for thinking.
75. Children enjoy books in the nursery and sustain their concentration and enthusiasm when they are supported by an adult who encourages them to act out stories with puppets. They turn pages carefully and many of the older children are aware that the print carries meaning. Most children recognise their own name and identify the first letter by its sound and can copy it legibly. More able children write their name from memory and are able to link sounds to many of the letters within it.
76. Staff in reception classes place a strong emphasis on developing children's speaking and listening skills and they continue to provide many opportunities for them to talk in small groups with an adult. This is often very sensitively and effectively done. For instance, pupils in a small group were encouraged to use very expressive language about texture when handling clay. In another session the curtains were pulled and a special atmosphere was built for circle time that encouraged children to listen very attentively to the teacher and to each other's comments.
77. Staff model the language in role-play areas and children quickly learn the vocabulary required for the travel agent or the customer and take turns in a conversation about buying tickets for a flight. Most children learn to ask politely when sharing resources but a large minority find it difficult to use talk to organise their ideas about how a model might be completed.
78. Due to the very good teaching, based on very accurate assessment of children's previous learning, they make good progress in developing their literacy skills in the reception classes, particularly in linking sounds and letters. Their written work develops from simple mark making at the start of the year to using many letters to link sounds to words such as '*bsbol*' for baseball. By the end of the year most pupils write simple sentences legibly; however, some letters are incorrectly formed. They use their growing knowledge of sounds and check their guesses at an unknown word by looking at the

pictures. A significant minority of children are still unsure of how to use initial sounds to help them but have learned to identify the characters within the story and recognise the characters' written names.

79. The literacy hour is gradually introduced into these classes. Teachers make accurate assessments of their children's levels of concentration and the hour is split up so that children are not asked to sit and listen for too long. Children remain interested and involved during short whole-class sessions when reading a 'big book'. The teacher maintains their involvement with a good range of questions. Some of these questions challenge the most able and others allow the slower learners to achieve success.

Mathematical development

80. The quality of teaching and learning in this area is good. Although they make good progress, due to the low base from which the children start, many only just reach the early learning goals by the end of the reception year.
81. In the nursery class, children begin to use language related to shape by correctly identifying a triangular piece of paper on which to paint. Staff promote the correct mathematical language and children begin to understand words related to shape but do not use them unless prompted. Most children count reliably to five and copy and recognise some numbers before they join the reception class.
82. In the reception classes, children have good opportunities to engage in practical and investigative work and the teacher and classroom assistants provide a wide range of activities to extend their skills and understanding of number, shape and space. The classroom is very well organised so that, for instance, wooden bricks have to be carefully sorted according to shape and size in order to replace them on the shelves. Children particularly enjoy buying and selling fruit in the 'shop'. This is used effectively to match coins of different values to buy a range of fruit. More able children distinguished readily between 1p, 2p and 5p coins and combined them to pay for items costing 3p or 6p. In order to reinforce this learning it was followed by a whole-class session in which children were involved in singing a simple song and demonstrating the cost of a range of soft toys. Most children recognise 1p, 2p and 5p and choose the correct coin. They are able to write numbers legibly and count reliably to ten.

Knowledge and understanding of the world

83. Progress in this area is very good in nursery and good in the reception classes. Children are in line to meet their early learning goals.
84. A well-planned curriculum in the nursery offers children experiences that provide them with good opportunities to learn about their world. Children are very curious about the eggs that are in the incubator and older children who saw the eggs hatch last summer, when they first joined nursery, remember what happened last time in some detail. For instance, that the feathers of the young chicks are wet and sticky when they first emerge and that they are very tiny and 'you are not allowed to pick them up in case you hurt them'. Younger children know the eggs will hatch and point to a picture showing this happening. When asked to feel the incubator they say it is hot but are not able to link this in any way to the developing chicks. By referring to photographs, children talk about making hats for Christmas parties and remember what they used and how they selected a glue stick for some decorations and sticky tape to fasten the hats. They have used wool and threaded it through card with some accuracy.

85. In the reception classes children are provided with a range of opportunities to explore different materials. Well-organised storage and display encourages independence and children choose tools and techniques that they will employ to make a rocket; some choose to use junk materials while others make ingenious models from kits. Classroom assistants support this work well, asking questions which encourage children to adapt their work, for instance when a child was making a rocket he was asked how the rocket was going to stand. Teaching is less successful when it is teacher directed. Although most children are successful in identifying which objects sink or float in the water tray some are unable to sustain their attention on the teacher's questions and are too impatient to predict the outcome before putting objects in the water.
86. Children have used the digital camera to record what they do and do not like about the environment around the school. In nursery, they practise clicking on icons and dragging them across the screen to complete a jigsaw.

Physical development

87. Children make satisfactory progress throughout the Foundation Stage in this aspect of learning. The nursery class has a very well resourced, spacious outdoor area that is well used. The range of provision is good with opportunities for children to ride wheeled toys, build with large bricks and planks, climb in safety and learn to use a range of bats and balls. Many children choose to work out of doors. They climb confidently on apparatus, ride large tricycles to deliver 'pretend' pizzas and are careful not to bump into obstacles on their journey. When they work with the support of an adult they are encouraged to negotiate and take turns in hitting the ball. They are helped to hold a bat correctly and watch the ball. When there is no supporting adult, children tend to play alongside each other. Some are passive and are unable to, or lack confidence to, assert their rights when another child deliberately kicks or hits the ball which they are playing with.
88. Throughout the nursery children use a range of small and large equipment well. Children organise their own written profiles well; when some of the pages in one come out and need to be replaced they show some manual dexterity in replacing pages in the loose-leaf file.
89. Children in reception classes have regular physical education lessons in the school hall. They are aware of keeping healthy and safe in these lessons. They warm up their muscles at the beginning of lessons and find a space in which to move. They respond well to clear instructions and move with control and co-ordination, matching their animal movements to the speed of the music in movement lessons.
90. Most children hold pencils with a firm tripod grip and show good control of the brush when mixing and applying paint.

Creative development

91. Good opportunities to support children's creative development are provided throughout the Foundation Stage. The teaching of this area of the curriculum is very good. Pupils make very good progress and most exceed the early learning goals for exploring media and materials by the time they move to Key Stage 1.
92. In the nursery, children use paints and brushes with considerable care and control and choose from a range of bright colours to paint Elmer the elephant. The most able sustain their concentration for more than 15 minutes and carefully choose colours so that two squares of the same colour are not joined. These children look very closely at the example from the book cover. All the children enjoy mixing powder paint and watching

the colours change. They confidently explore the different sounds of musical instruments that are displayed on the music table.

93. The good start made in the nursery classes is built on successfully in reception classes. Children use small plastic toys to help them paint animals for a class picture of Noah's Ark. They carefully mix paints, thinking hard about the colours required and are aware of the importance of having a clean brush for mixing light colours. They maintain high levels of attention as they carefully examine exactly which parts of a panda are white and which are black and attempt to reproduce them on their own painting. The children are very well supported by a classroom assistant who encourages them to look very carefully and then make decisions about the proportions of the parts of their animals' bodies and heads.
94. In the reception classes, the quality of music teaching is good. Children go to the music room for these lessons and quickly learn to handle the wide range of multicultural musical instruments with care. Musical activities are often linked with the preceding movement lesson and this is effective in consolidating children's learning. However, although they are able to link their own movements to music, only the most able can comment on how the sound they have chosen links to the animal. The teacher models answers and asks other children for their contributions.

ENGLISH

95. Taken overall, standards at the top of the school are just below average but pupils' rate of learning is good and at the end of Key Stage 1 standards meet national expectations. The quality of teaching throughout the school is good and it is often very good in Key Stage 2 and pupils are making good progress in their learning in most aspects of the subject. The leadership and management of the subject are very good and standards have improved very significantly since the last inspection when test results, at the end of both key stages, were well below national averages. Improvement since the last inspection is very good.
96. The standard assessment tests for 2002 show that around two-thirds of the pupils reached the national average and more than half of the pupils achieved the higher levels. Standards for this Year 6 cohort of pupils are similar, although slightly more will achieve the average standard and fewer will achieve the higher levels. This is due to variations in cohorts of pupils; in this year there are fewer higher attaining pupils.
97. In each year group there is a significant minority of pupils who do not attain average results in reading or writing. There are two main reasons why this is so. Firstly, there is an acknowledged weakness in pupils' speaking and listening skills when they start school. Although all pupils make good progress in developing these skills it is not rapid enough for a significant minority of pupils. This underachievement in oral skills slows progress in reading comprehension and writing for these pupils. Secondly, the quality of teaching of English throughout the school has improved over the past three or four years. These improvements have been mirrored by the standards in Year 2; these are now in line with national averages. Although many pupils in the current Years 5 and 6 have made rapid progress in the last few years there was some underachievement for these pupils lower down the school, before the recent improvements in the quality of teaching had been achieved.
98. Pupils are now making good progress in their learning throughout the school and their achievement in English is good. In comparison to schools in similar contexts at Key Stage 1 pupils' achievements in reading are very high, and high in writing. At the end of

Key Stage 2 pupils' achievements in English are in line with pupils from schools in similar contexts. There is no significant difference in the achievement of boys and girls.

99. In speaking and listening, most pupils reach the standard expected for their age by the time they leave the school. However, there is a significant minority of lower attainers. Most Year 6 pupils listen attentively and carefully to their teachers and their classmates and carefully adapt what they say to the demands of the lesson. For instance, in a circle time session all pupils respond positively and thoughtfully to being asked what is valuable about their learning. However, a minority lack the confidence to express their ideas and either do not comment or repeat what is said by another. In Year 5, pupils can talk about the books they have enjoyed reading and retell relevant parts of the story line. Lower attainers, who constitute a third of this year group, can offer simple explanations expressed in short sentences when talking about the meaning of a poem.
100. By the end of Key Stage 1, most pupils are reading simple texts accurately but hesitantly. They use their good phonic knowledge very effectively to help them work out unfamiliar words and read carefully to ensure that they are making sense of the text. However, many are not confident when predicting what might happen next and the lower achieving pupils find it difficult to express reasons for their predictions. Pupils with below average attainment use their growing knowledge of sounds to attempt to read unknown words but do not read fluently enough to develop a real understanding of the text and rely on using pictures to understand what is happening. Due to well-planned teaching in the literacy hours in Key Stage 1, the skills required to decode the text are learned quickly by most pupils; however the ability to comprehend what they have read lags behind, due to slower progress for many in developing their speech and language skills.
101. At the top of the school, two-thirds of pupils reach or exceed the expected levels in reading but the standards in reading for a fifth of this year group fall well below what is expected. During very good lessons, higher attaining pupils, in the top set, use inference and deduction well to predict the theme of a book from its opening paragraph. Year 6 pupils talk readily about reading for enjoyment. Many prefer to buy their own books for personal reading. Pupils with below average attainment enjoy books that are 'spin-offs' from television programmes, whilst the average pupils talk about enjoying books that explore the characters' feelings. Higher attaining readers in Year 5 recognise that books can offer more satisfaction than films because they offer more detail.
102. In Year 4, most pupils are in line to achieve national expectations by the end of Key Stage 2. Pupils know how to use a thesaurus to look up words to help them write some slogans for an advertisement and use dictionaries to check spellings. In Year 3, many pupils build on the good progress they have made in Key Stage 1, using simple prediction based on their understanding of the characters in a story.
103. Whilst the majority of the Year 6 pupils have reached the standard expected for their age in writing, few children are reaching the higher levels compared with national averages. During lessons, most pupils in Year 6 write simple and complex sentences and make imaginative and effective choices of vocabulary. With support, they edit their work for spelling and punctuation, and redraft their work to improve its grammatical structure and impact. Many final drafts are written in ink and the handwriting is neat and joined. However, a significant number of pupils are not able to sustain the quality of their written work when they write independently. Pupils in Years 3 and 4 are making rapid progress in developing their writing skills. In Year 4, many pupils recognise that it is important to plan writing before producing an advertisement. In Year 3, pupils try out a range of conjunctions to join two sentences and decide on which will make the best sense.

104. The lower attaining pupils in Year 2 are writing in simple sentences and joining them with simple connectives when writing about their own experiences. Spellings are phonically plausible and some commonly used words are correctly spelt. Average pupils are beginning to write at length about their own experiences and when recounting stories they are using exclamation marks to provide emphasis: the more able are including interesting detail in their stories and beginning to use speech marks correctly. These pupils have made very good progress throughout the Foundation Stage and Key Stage 1.
105. In both key stages, the quality of teaching and learning is good and frequently very good in Key Stage 2. The quality has improved significantly over the past few years and is having a very positive effect on pupils' rate of learning. Teaching is good in literacy hours because it is very well planned within each year group and from year to year. Learning objectives for reading and writing are well focused and made very explicit to pupils in their lessons. Throughout the school regular, accurate assessments are made of pupils' progress and these are used to differentiate tasks that are completed in groups. Work for pupils is well differentiated, ensuring that they are challenged at a level that takes into account their previous levels of attainment. The plenary session is successfully used to review learning in the lesson and ensure pupils' work is valued.
106. Pupils are made well aware of what they need to do to improve their work. Individual targets are well used for writing in both key stages. Marking is consistent and positive throughout the school and where teaching quality is very good it is very clearly stated how pupils could improve their work.
107. In Years 5 and 6, pupils are taught in sets based on accurate assessment of their attainment. This provides opportunities for pupils who are lower attainers to work in smaller class groups and use the same extract from books as their higher attaining peers but have them moderated so that they can be read and understood by pupils working at a significantly lower level than average.
108. Teachers manage pupils' behaviour well. Teachers and pupils maintain very good relationships based on trust and respect. Expectations of how pupils should behave are high and, from the reception year onwards, pupils are taught that to learn effectively they must do 'good sitting' and 'good listening'. In most classes this explicit teaching helps pupils to sustain their concentration, think about their responses to questions and maintain a quiet and orderly atmosphere in class.
109. The large number of teaching assistants employed by the school very effectively support pupils. These assistants add much to the quality of teaching and learning in class because they are made aware of the learning objectives of each lesson.
110. Speaking and listening is a weakness in the teaching. In some classes it is planned for well and opportunities to teach it are not missed. In these classes it is well taught in other subjects, such as religious education, history and mathematics. The very good assessments of pupils' progress and sharply focused learning objectives, that are a feature of the teaching of reading and writing throughout the school, are not yet in place for the teaching of speaking and listening. Consequently, the significant minority of pupils with weak skills in this area do not make sufficient progress.
111. The leadership and management of the subject are very good. This strength has already led to improvements in standards and the quality of teaching throughout the school. The school has set challenging targets for improvement to standards in this subject and to a large extent they have been met at the end of Key Stage 1. The need to improve the teaching of speaking and listening has already been identified by the school and training

for teachers has begun. The staff are highly committed to raise standards and the school is poised to improve.

112. There is a good range of resources of good quality, including a large number of good quality books that are used well in lessons. ICT is used to support pupils' learning in English.
113. The use of homework is satisfactory. Pupils in Key Stage 1 take home books regularly. These are well matched to the pupils' individual reading ability and this extra practice supports the work they do in school.

MATHEMATICS

114. Scrutiny of pupils' work and lesson observations show that pupils' standards of attainment are in line with national expectations at the end of Year 6 and at the end of Year 2. Compared to schools in similar contexts, these pupils achieve well. There has been a very good improvement in standards in Key Stage 2 since the last inspection. The use of setting and booster teaching in Years 5 and 6 has made a central contribution to this. The school makes good provision for its pupils to learn effectively. This is because the school has adopted the National Numeracy Strategy and monitored carefully the quality of teaching for mental mathematics, the organisation of pupils' independent tasks and the quality of the discussion on learning at the end of the lesson. This, and the high quality of assessment, ensure that teaching is consistent and effective. Staff provide a mathematics structure firmly based on the strategy's key objectives for learning that builds on previous knowledge sequentially, so that pupils are secure in the steps of learning.
115. At the last inspection, the arrangements for assessment needed improvement to ensure the correct level of challenge for the highest and lowest attaining pupils. This is now good in planning for the independent task, and all pupils are set an appropriate level of challenge. Pupils with special educational needs and those with English as a second language make good progress. This derives from the very good planning for all abilities and the very good teamwork between teachers and high quality learning support assistants in organising pupils' learning. The level of inclusion of all abilities is good so that all make good progress. There is good organisation of planning by teachers for all pupils. They work as a team to ensure that all abilities get the appropriate next step in learning.
116. When they are seven, pupils have the expected skills in number, shape, measure and data handling. Most can add three numbers to 70 and multiples of 10 to 100 and have sound knowledge of addition to 20 at least. They work confidently with two- and three-dimensional shapes to the expected standards. Their work on handling data and bar charts is sound. In a good Year 2 lesson, pupils worked confidently with standard units for length and mass. The good teaching gave pupils time at the end of the lesson to review their targets for learning. They took great pleasure in the teacher's praise for the good progress they had made. In some less successful, but satisfactory, lessons the pace is slowed by inattention so that there is no time for this essential review and learning is not consolidated. There have been considerable disruptions to teaching stability of late but, overall, teaching is good because of the good quality of pupils' work and progress as seen in work scrutiny over the whole year. All teaching seen was of at least a satisfactory standard.
117. By the time they are eleven, junior pupils have a good balance in their mathematical experience. They are developing sound strategies for mental calculation because teachers give them opportunities to compare their thinking with others and so refine for

the best methods. Whiteboards are used well to aid mental calculation. Pupils solve money or measure problems with sound thinking strategies. Polygons are classified for common properties with good understanding and perimeter and area work is sound. Fractions and decimals are studied, leading to satisfactory understanding of equivalent fractions and percentages. Most remember the Year 5 work they are extending at this level, for example in data handling leading to compound shapes and median and modal values for data. Teachers use good skills and good knowledge of the numeracy strategy to maintain good learning for most pupils. As in Key Stage 1, pupils are set targets for learning so that they have self-knowledge of their progress. This good practice can only be built on good assessment. Consequently, the marking of pupils' work often indicates the next step in learning.

118. The National Numeracy Strategy is well implemented. For example, a very good Year 4 lesson on the calendar challenged all pupils. Targets for learning were expertly shared with pupils. They drew on their previous learning, giving them the confidence to work at their limit in this very secure and rich learning environment. The practice task was planned at different levels for abilities with exceptional provision for a pupil with special educational needs. The targets were effectively reviewed at the end of the lesson and pupils' knowledge of their own learning was good. The teacher's very good questioning controlled the excitement and pleasure the pupils had in their learning, to maintain a good pace and leave plenty of time for the task of identifying patterns. In an excellent Year 6 lesson the teacher planned numerical problems in the context of a travel agency planning to sell a holiday to a family. They were discussing and exchanging ideas because the teacher encouraged and organised this collaborative learning very well in using and applying mathematics in the real world. She modelled problem-solving behaviour very effectively. Very high expectations of all abilities ensured that all knew what they had learned in the review section and they took pride and pleasure in reporting their learning to others. This very skilled and inclusive teaching gave very good opportunities for pupils to learn from each other. The electric pace and excitement in learning was maintained throughout to produce excellent progress. All lessons have a warm up session, and most have an appropriate section at the end of each lesson when the pupils' learning is reviewed and consolidated. Sometimes a minority of pupils disrupt learning so the pace is slowed and no time is left for this important element.
119. Overall, the quality of teaching and learning is good. High quality teaching assistants work well with teachers to support pupils' learning. There is a shared resolve to improve pupils' mathematical vocabulary. Rarely does teachers' lack of subject knowledge confuse pupils. Most teachers employ a good variety of teaching techniques to maintain pupils' interest and pupils are mostly well behaved and keen to learn. They work well in groups and show respect for each other and the teacher. This is because teachers usually manage pupils very well and so relationships and levels of trust are very good. When teaching is excellent, or very good, the mental sessions are lively and exciting and have a sense of urgency that encourages rapid thinking so that all participate fully. In the less successful lessons, the questioning is unchallenging to all abilities and does not allow pupils to make extended statements outlining their discoveries and achievements, so that others learn with them. This effective leading of discussion is an area where a few teachers can improve their skills for more effective learning, particularly in their questioning skills and in pace. The cross-curricular use of pupils' mathematical skills in solving real-life problems in other subjects, such as graphs and tables in science, is satisfactory as are opportunities that consolidate and extend learning in ICT. Teachers' wall display is colourful and is good in reinforcing essential mathematical vocabulary. However this rarely includes pupils' work, for instance in problem solving or interactive puzzles, to stimulate interest and give pupils pride in their efforts.

120. The subject co-ordinator is providing very good leadership to raise standards. Planning across the school is good and effective. Setting in Years 5 and 6 aids learning. An extensive system of assessment is now in place and this monitors individual pupils and tracks the progress of groups. The co-ordinator's plans for development through the school improvement plan and a mathematics action plan clearly focus on this analysis to raise standards further. This process will assist teachers in locating areas for improvement in teaching and provision, and to incorporate them in planning strategies to improve pupils' performance. There has been focused monitoring of teaching through classroom observation to identify areas for improvement and share the best practice to improve expertise for all.

SCIENCE

121. Standards have improved over the past two years and are now similar to those expected nationally. New planning and assessment key objectives are successful in raising expectations of staff and providing learning that builds throughout year groups in all strands of the curriculum. Greater emphasis has been placed on the areas of scientific enquiry and investigation. Higher achieving pupils did particularly well last year, attainment being in line with that expected nationally and well above when compared with similar schools.
122. Standards at age seven are benefiting from improved provision and are similar to those expected nationally. This is an improvement on the previous year's results. Improvements are due to new planning and assessment, but also to the close working together of the teaching team and the very good support of leaders for this team. The focus upon developing scientific enquiry and investigation is having a positive effect and continued focus in this area should improve standards further.
123. Teaching and learning are mostly good. A good range of resources is available to support delivery of the subject and resources are well organised. Across the school, teachers manage pupils well and as a result relationships are good. The majority of pupils show good attitudes and work hard. Teachers' planning is a strength, with clear learning intentions linked to key objectives for assessing how well pupils learn in each lesson. The school provides good opportunities for pupils to develop their knowledge and understanding of scientific enquiry and investigation. All lessons observed were well organised, making use of the very good resources available.
124. The good teaching in Key Stage 1 has effective question and answer sessions; these are to review pupils' previous learning and to involve pupils in new learning, ensuring they make good progress. This was a strong feature of both the Year 1 and Year 2 lessons observed. The curriculum provided an appropriate balance of the various strands that comprise the statutory requirements. There were good links with literacy and numeracy in lessons observed.
125. The infants learn to make reasonable predictions, sometimes based upon previous learning. Most pupils have an understanding of what a fair test involves and are beginning to draw conclusions as to 'what happened' for each investigation. Pupils have learned to record their work in a variety of ways including the use of bar graphs to represent findings. The whole-school focus upon the use of writing frames has enhanced teaching and pupils' learning. Where the teaching is less good, activities on the whole are planned for the whole class without sufficient match to the level of ability for different groups within the class. Too often pupils need to rely upon writing skills that sometimes hinder their ability to focus sufficiently upon the science. Pupils would benefit from a closer match in the level of challenge to the ability of pupils within the class. There were good opportunities to assess pupils' learning.

126. In Year 1, pupils learned about living and non-living things and began to understand what plants need to grow. Pupils in Year 2 had the opportunity to compare features of plants and this was developing their understanding of similarities and differences. Pupils in Year 2 had been finding out about how different materials are used for different purposes and this was developing their understanding of the characteristics of different materials. Pupils could understand how a circuit is formed and drew diagrams to show this. In Year 1, pupils had learned about forces such as 'pushes' or 'pulls' and were focusing upon play apparatus such as swings and slides. They had also learned about magnets, light sources and shadows. Marking of work in pupils' books was satisfactory. All work was ticked or marked with a 'good' type comment. It was of better quality when it included a positive comment linked to the learning intention or useful advice to help pupils to improve.
127. Very good teaching in the juniors, particularly in Years 4 and 5, was characterised by good planning with very clear learning intentions that were shared with pupils, ensuring that all pupils understood what was expected of them by the end of the lesson. There were high expectations of good behaviour that enabled all pupils within the class to apply themselves well to their tasks and to make progress. Very good working environments enhanced pupils' confidence, and relationships between pupils and staff were positive. Time was used well and support for pupils with special educational needs was provided by skilled teaching assistants, enabling them to make good progress.
128. In Year 3, pupils were contributing their own predictions, thinking about what they had learned previously. They understood that testing had to be fair and were drawing conclusions. By Year 6, pupils had good understanding of designing whole investigations. They understood about variables – which things in investigations had to stay the same and which needed to change. Pupils were drawing conclusions and beginning to link cause and effect such as 'dandelions grow taller when they have to compete for light'. In Year 6, pupils had begun to raise their own questions for investigations. This is an aspect for further development so that pupils are raising questions, designing their own investigations and completing these in groups. In Key Stage 2 classes pupils would benefit from more opportunities to represent data in a variety of graphs, the focus being mostly bar graphs.
129. The curriculum provided for Years 3 to 6 is satisfactory overall. The school has adopted and refined the national guidance in science and this is ensuring that there is a balance of the various statutory strands of science, and building blocks for learning are in place. There are good links with other subjects, for example in a Year 5 lesson pupils were investigating how to change the pitch and volume of a drum. They were very successful in learning a range of not only scientific vocabulary, but also musical terms such as pitch, timbre etc. In Year 4, pupils were learning about food chains and this was in preparation for a residential visit in the near future. Throughout the junior classes, teachers are successfully using mind maps to help pupils make sense of learning and as an aid to remember facts. This work has been beneficial in preparing pupils for their tests.
130. Throughout all junior classes, teachers have used writing frames very successfully to promote pupils' learning in designing investigations. As in the infants, the focus upon writing lengthy outcomes for some pupils is hindering their ability to focus upon the science concepts sufficiently. Now pupils would benefit from a range of writing frames to be available to target different skills for different levels of ability. Assessment is now very good; each year group has targeted objectives against which teachers can match pupil outcomes. This is having a positive effect upon raising teachers' expectations, even though it is at an early stage of development. Marking of work in Years 3 to 6 is of good quality and sometimes very good. Teachers include good feedback to pupils making

them aware of how to improve their work. Pupils are involved in assessing their own work and sometimes respond to their teacher's comments in their books.

131. Subject leadership and management are very good. The subject leader is experienced and well trained. She has a very good overview of science throughout the school. She has analysed data and ensured that all staff are aware of, and have an understanding of, standards in this subject. The subject leader is giving good support to all staff through delivering demonstration lessons and monitoring teachers' planning and pupils' work and providing feedback to help improve. She has very clear priorities for developing teaching and learning and is being instrumental in moving this subject on. She now would benefit from opportunities to observe lessons and is intending to promote the use of ICT throughout the school.

ART AND DESIGN

132. Most classes were working in their design and technology half term, so few art and design lessons were observed during the inspection. However, from observation of art displays and pupils' sketchbooks and folders it is clear that standards in the subject meet the requirements of the National Curriculum.
133. Year 2 pupils have looked at the texture of the surfaces in their classroom and corridors; they use crayons well to make rubbings of wall tiles and the floor to show the patterns which different areas produce. They have looked at how colours mix together and have produced good quality shades of colours. They have also used the same technique to produce rubbings of leaves. They have produced good quality paintings of plants from observation.
134. Pupils in Key Stage 2 build on the good start they have had in the early years. In Year 3, pupils have worked at drawing articles accurately from direct observation. For example, one pupil produced a very good pencil sketch of a 'trainer' in his sketchbook. Pupils produce good symmetrical patterns which link with the repeating patterns seen in Greek mosaics. Year 5 pupils have created good quality silhouettes by mounting black paper cut-outs on a white background. Year 6 pupils have produced high quality three-dimensional masks which have been very well finished with high quality decoration. Year 4 have extended their cultural understanding by looking at, and producing, pictures in the style of the Australian aborigines.
135. Teaching in the two lessons seen was good. The subject leader leads the subject well. She has introduced schemes of work which give teachers good support and is planning to assess the work of all pupils. The subject is well resourced.

DESIGN AND TECHNOLOGY

136. Evidence from the limited displays around the school, pupils' work and particularly the photographic evidence in the subject leader's file, show that pupils achieve standards which match those which are found nationally. All pupils, including those identified as having special educational needs and those who have English as an additional language, make good progress from their starting point.
137. Year 1 pupils produce good quality woven work. They use pipe cleaners and straws effectively to make square, rectangular and triangular frames. They refine and improve their work by strengthening the corners of the frames by adding cardboard triangles stuck to them. Year 2 pupils have evaluated a number of different puppets before designing and making their own. They have learned how to measure and cut wood to make an effective frame.

138. Year 3 pupils have made good designs for a lighthouse. They make this with various materials and fit the wiring to produce the light. A switch is put in place to turn the light on or off. Year 4 pupils link their designing skills with a history topic they are doing when they study the Stuarts. They are challenged, and succeed, in designing and making musical instruments which can be played in two different ways. One example was an instrument based on a plastic bottle filled with beads which could be hit or shaken. Year 5 pupils have also linked their design work with a history topic. They design and make a Viking village using card to make the houses and grass for the thatched roofs. They evaluate their work well to suggest improvements. Year 6 pupils are able to construct model cars with battery-powered engines. They are beginning to investigate bread by looking at various types and grading them on shape, colour and hardness. This will lead to them producing the kind of bread that they choose.
139. The subject is well led by the co-ordinator who has given the staff confidence in teaching design and technology. Assessment procedures are now in place. Resources are well organised and readily available. They are sufficient to deliver the requirements of the National Curriculum.
140. In both art and design and design and technology, pupils are developing their skills and techniques.

GEOGRAPHY

141. Standards are in line with expectations at the end of Year 2 and Year 6. All pupils, including those who have special educational needs or have English as an additional language, achieve satisfactorily. The curriculum, which is derived from National Curriculum Programmes of Study, is well planned and sufficient time is given to the subject. Pupils develop key skills in line with their ability, although the amount of written work produced is somewhat sparse.
142. During this inspection, little teaching was observed in Years 1 or 2. However, Year 2 pupils' topic books showed the work they had done whilst learning about life on a Scottish island, and they had been able to identify key differences between this and their own lives. Pupils were able to talk about how they would find out about unfamiliar places and gave a range of answers, such as: 'look on a map'; 'the Internet'; 'the library'; 'TV' and 'ask a friend who had been there'!
143. In a Year 4 class, pupils were confidently using geographical terms such as 'leisure' and 'tourism' and were able to extract information from maps in order to compare two very different localities. Year 6 pupils were studying the water cycle and rivers, in preparation for a residential field trip with a geographical focus. The pupils showed enthusiasm for the subject and were able to talk confidently about the knowledge and skills they had acquired. For example, they could distinguish between, and explain, physical and human processes which affect the landscape – 'erosion is when the water has worn away the landscape and made a valley'; 'in some places they have cut the trees down to make way for housing development'.
144. Although pupils in Year 6 were able to talk confidently about what they knew, little extended writing was seen, and the best presentation of work was from the more able pupils. Key features of the good teaching of older pupils included clearly expressed learning outcomes, high expectations and good written and oral feedback. Pupils were given regular opportunities for group discussion work and time-limited clearly defined tasks.

145. Classroom displays were of a high standard, well presented and clearly labelled, and included pupils' own best work. These provided a useful aide-memoire for geographical vocabulary.
146. Leadership of geography is good. The subject leader is well qualified in the subject which she has led since the beginning of the school year. Geography is identified in the school development plan for a review in the forthcoming year, when the scheme of work will be reviewed in conjunction with a review of history. The subject leader is aware of resource requirements and spends the budget judiciously. For example, new atlases have recently been purchased for pupils in Years 1 and 2. Every class has a globe and world maps are in evidence in class and school displays. The subject leader advises colleagues and interviews pupils in order to monitor their learning.

HISTORY

147. Overall, standards are similar to those expected for pupils at the end of Year 2 and Year 6 and pupils' achievements are satisfactory, including those pupils who have special educational needs. Any weakness in planning has now been addressed. Topics are derived from a nationally produced programme of study and interpreted in an interesting way to provide a motivating scheme of work. Well-chosen visits are used successfully to stimulate pupils' learning, as are ICT resources such as CD-Roms.
148. Analysis of pupils' work, observation of lessons and discussion with pupils and the subject leader provided sufficient information to conclude that pupils in both key stages are enthusiastic about the subject and are developing appropriate skills in line with expectations for their age and ability. A Year 2 pupil, for example, was able to draw inferences from the facts he had learnt and conclude that Florence Nightingale was 'a hero, a helpful woman, a good woman'. Towards the end of Year 2 there is a considerable gap in the standards of presentation between the most able pupils and those who need the most help, particularly when literacy skills are relatively underdeveloped.
149. By the end of Year 6 there is evidence that pupils are beginning to carry out some independent research and construct reports on their findings. The topic on aspects of life in Victorian times has clearly made a big impression on pupils and stimulated some interesting writing in which empathy with people's lives in the past is expressed. For example, one pupil wrote 'I feel shocked that people that work in the mill are treated so badly – something must be done'. Pupils were able to identify changes within and across different historical periods and demonstrated good recall of historical facts. During a visit to a medical museum they had taken part in role-play activities in costume and after visiting a model Victorian museum were appreciative of modern indoor toilet facilities!
150. The quality of teaching and learning is good. Teachers' marking is developmental and encouraging. If any of the work seen had been completed as homework this was not apparent. Homework would provide a good opportunity for more able pupils to develop their historical enquiry skills further and produce more extended writing.
151. History is well led by a graduate in the subject. She supports colleagues as required, particularly, this year, a newly qualified teacher. She draws up medium-term plans derived from QCA Programmes of Study, and from time to time introduces changes to capitalise on pupils' interests. For example, the space race topic is a recent introduction. She arranges the delivery and collection of resources from the local education authority history library, and, consequently, there is a good range of interesting resources to motivate pupils. Monitoring of learning is carried out through pupil interviews. The subject leader is keen to improve speaking and listening and to extend research activities, both

of which would improve pupils' confidence and independence. History features on the school development plan for review next year and will be carried out alongside the geography review with a view to improving links.

INFORMATION AND COMMUNICATION TECHNOLOGY

152. Standards in information and communications technology are in line with national expectations for pupils' ages. The school has made a good improvement since the last inspection when the time allocated to the subject was insufficient and pupils' range of skills was unsatisfactory. Sufficient time is spent on a structured programme of work, and this ensures that the pupils progress well by developing skills sequentially in the computer suite, and are building firmly on previous experience. The school has kept up with the rising standards nationally as the range of resources available to schools has improved. All pupils, including those with special educational needs and those learning English as an additional language, are now achieving well.
153. At the end of Year 2, pupils use wordprocessing to experiment with different formats and fonts to create special effects. They write stories and communicate ideas using text, such as when they write direct speech for a cartoon with speech bubbles. They can classify information and enter it onto a simple database, such as that for class statistics, for example, pupils' pets. CD-Roms are used to provide information or to explore what happens in real and imaginary situations. They use paint programs such as Dazzle well to create pictures in the style of Mondrian using brush and flood-fill functions. Work was not seen on control but it was noted on this year's planning although no pupils' work was kept.
154. By the time they are eleven, pupils create documents and demonstrate good wordprocessing skills, such as when they redraft their imaginative writing. They access the Internet and use CD-Roms to search large databases with the minimum of adult assistance. Most are able to use spreadsheets, such as when they investigate footlength data for the class and use formulae to explore the effects of changing data. Little work was seen on control technology, such as controlling devices or use of screen microscopes. Pupils' opportunity to use and learn about e-mail is just now developing. These two aspects of the curriculum are areas for further improvement. Many pupils are beginning to create multimedia presentations, such as their work on planets, and are proud of their ability to import images and text from the Internet to produce slides.
155. Pupils' good attitudes contribute to their good progress. The quality of teaching is good with some very good teaching and this means pupils learn well. Teachers have worked purposefully as a team through sharing good practice and training, to improve their knowledge. They have high expectations of all groups of pupils. All have at least satisfactory skills and many use the electronic whiteboard confidently to teach the whole class. In some generally satisfactory lessons teachers talk for too long and pupils' time on the independent task is short. This limits active learning and opportunities for the more able to extend themselves. The pace of most lessons is good. Teachers' monitoring of pupils' efforts on tasks is usually good and this gives pupils encouragement and advice when it is most useful. Teaching is very good in Year 4. In a very good Year 4 lesson the planning for, and high expectations of, all abilities produced high levels of learning. Very good questioning and excellent assessment meant that the teaching was absolutely focused on each individual's needs. Pupils used Textease Logo to draw geometric shapes using a procedure and they were able to alter it and observe the effects. This was their introductory experience and their determination to succeed and level of concentration was impressive. Problems matched abilities and the most able were fully challenged. Other lessons are planned equally well with clear learning objectives, and these are shared with pupils. There is a review period at the end of the

best lessons when pupils' achievements are shared and assessed to aid planning for the next steps in learning.

156. The use of ICT across the curriculum is inconsistent. Where it is good the teachers consciously include it in their planning for other subjects to enrich learning in the basic skills. For instance, older pupils identify by colour adverbs, adjectives, nouns and verbs from the text of 'The Lion, the Witch and the Wardrobe'. Year 3 pupils unravel muddled text with confidence when identifying paragraphs. Learning support assistants and teachers often make good use of laptops in classrooms, but again this is inconsistent.
157. Leadership is very good and an action plan sets the introduction of systematic assessment of pupils' attainments a priority, so that areas of learning requiring improvement can be targeted to improve standards further. The national scheme of work adopted is under constant review for improvement. The subject leader is expert in his knowledge and works hard to give staff confidence and skills that all developed to impressively raise standards, but has not yet had the opportunity to monitor the teaching of the subject in classrooms. The ICT suite is well resourced and has a good range of software. Other items, such as tape recorders, cameras and projectors are sufficient and used well by pupils and teachers for learning.

MUSIC

158. At the ages of seven and eleven, most pupils attain the standards in music that are expected of them. This is the result of the school's decision to give high priority to the subject, which has led to good teaching and learning, an improvement in resources and a growth in pupils' own enthusiasm for music making. The attainment of a few pupils exceeds expectations as they have a particular aptitude for the subject, and the school's strong links with the local college of performing arts enables them to receive specialised tuition and opportunities for masterclasses to achieve standards which are well above average.
159. By the end of Year 2, most pupils recognise ways in which sounds can be arranged and they use basic musical terms fluently and with understanding. They sing tunefully and with expression when taking part in whole-year music sessions and in assemblies. By the end of Year 6 the majority of pupils can use musical instruments effectively in small groups and in whole-class activities. They work constructively together in groups and pairs when planning original compositions, and develop their listening skills through clapping songs, which they record on tape.
160. Most pupils enjoy their music lessons, and their attitudes and behaviour are usually good. They generally settle down quickly and concentrate well. They listen appreciatively to music from a range of historical periods, and benefit from meeting musicians from different cultural traditions. They listen attentively to other people's performances and are quick to show appreciation of achievement. However, although most pupils make good progress as they move through the school, there are a few who find difficulty in coping with the pressures of learning to play an instrument and they lose confidence because they cannot achieve successfully.
161. Teaching is good overall, with examples of very good teaching across the age range. In the most effective lessons teachers know exactly what they want pupils to achieve, and they set a purposeful pace, which ensures that pupils move swiftly from one task to another and sustain concentration. For example, Year 2 pupils enjoyed a dynamic singing session because of the good lesson planning, the high expectations of performance and the constructive way in which the teachers and support staff worked together. The very good relationships in the classroom gave pupils the confidence to join

in the musical activities without reticence, and take a pride in singing clearly and expressively. It was obvious that, because of the high quality of the teaching, most pupils had made very good progress over the year in understanding the basic techniques of singing, and in using technical vocabulary accurately when discussing ways in which they could improve their work. Similarly, in a small group lesson in Year 6, pupils were at different stages of learning drumming techniques. All pupils made very good progress in developing a sensitive awareness of rhythm and a familiarity with musical terms, because they were very well motivated, and ready to benefit from the expertise of the visiting teacher and the professional playing of some of their classmates.

162. There are a few areas in need of improvement. In some lessons, where the teaching and learning were satisfactory rather than good, not enough importance was placed on improving breathing control and tunefulness through warming-up exercises and giving pupils the opportunity to stand up to sing. In other lessons there was not enough variety of activity, so pupils became restless and this had an adverse effect on the pace of learning. However, the strengths of the teaching outweigh the weaknesses.
163. There is no permanent subject co-ordinator at present, but the programmes of study have been well implemented, and assessment procedures are in place. Class teachers, who in past years had little experience or opportunity of teaching music, have gained self-confidence, and a firm knowledge and understanding of the subject through in-service training courses and the support and encouragement of the headteacher and the previous co-ordinator. Music has a high status within the school. It makes a very good contribution to pupils' spiritual, moral, social and cultural development through the opportunities it offers for creativity, self-discipline, personal response to music of widely differing styles, and working in harmony together.

PHYSICAL EDUCATION

164. Pupils' standards are on course to be in line with expectations for their age by the end of Years 2 and 6. This is consistent with standards outlined in the previous inspection and indicates progress in the subject as a whole has been satisfactory over time. Girls and boys attain broadly similar standards and pupils make satisfactory progress as they move through the school. Pupils with special educational needs and those for whom English is an additional language make good progress and are given good support from additional adults.
165. Teaching and learning are always at least satisfactory and more often good or very good. Class teachers appear confident in teaching this subject and there is constancy in approach to teaching physical education throughout the school. Planning is mostly good with clear learning opportunities to develop skills and team co-operation. Teachers always build in warm-up and cool-down sessions and pupils are aware of the importance of such routines and the effect of exercise upon their bodies. Classroom management is effective and pupils' attitudes to physical education are a strength of the subject. Pupils always apply themselves well to the tasks and relate well to adults and other pupils.
166. Every term, each year group has opportunities to develop dance and gymnastics, with games focus across the term; for example Year 3 games are netball, mini-soccer and kwik cricket. This fairly new organisation has promoted motivation of pupils and staff. The school has adopted the national guidance, but the subject manager is developing resource files to provide a wider range of resources to support teachers in teaching physical education. So far he has produced games resource files. The subject is well resourced overall; smaller resources are very good, large apparatus is satisfactory overall although the pupils would benefit from more agility mats of varying sizes.

167. In Year 2 pupils developed simple tactics. Pupils gained an understanding of 'dodging' and developed appropriate skills. Pupils changed very quietly and this time was used effectively to include links with literacy through playing 'hangman'. Question and answer was used to involve pupils in understanding the effects of exercise on the body and the pupils' responses demonstrated good knowledge. Pupils jogged at different rates to investigate heartbeat as a warm-up exercise. Opportunities were taken to involve pupils in how to improve their performance.
168. In Year 3, pupils in gymnastics learned how to jump and land safely. Pupils listened well and responded to instructions as the class teacher had high expectations of their behaviour. Expectations for the lesson were shared with the pupils and the pace of the lesson was good. The pupils investigated jumps, body shapes and landings following instructions on task cards. Pupils responded well and were rewarded with stickers. Good role models were asked to share their work with other pupils. Year 5 pupils were developing skills of throwing and team co-operation through games linked to keeping the environment clean. The pupils participated and co-operated well but pupils talking at inappropriate times slowed the pace of the lesson. A strength of the school is the teaching of swimming in Years 4 and 5. Almost all pupils are successful in swimming 25 metres.
169. In both infants and juniors, pupils would benefit from more opportunities to be challenged to develop quality in their work through improved opportunities to assess their own and others' performance. The subject leader has identified the need to share successes more with pupils, parents and the wider community.
170. This is an important subject to the life of the school because of all the various strands and opportunities it provides for pupils. The basic curriculum is enriched by a good range of extra-curricular activities, some of which introduce new sports to the pupils, such as line dance, street dance, and sharpshooters' basketball. There are good links with the wider community. Year 6 pupils participated in Indian dance and the school has links with Umbro, the performing arts college for dance and partner school that is a designated sports college.
171. Leadership and management of the subject are good. The subject leader for physical education is relatively new to the role in this school although he has much experience in this field. In a short time he has prioritised needs and already begun to put systems in place to improve the subject. He is beginning to support the staff well through providing planning and skills progression whereby all teachers can assess the progress of pupils. Already there is consistency in the way class teachers plan their lessons and deliver the programmes of work. He is developing links with the wider community to support the provision for pupils.

RELIGIOUS EDUCATION

172. The attainment of pupils at the ages of seven and eleven meets the requirements of the Leeds Agreed Syllabus and, although teaching and learning are satisfactory, pupils generally achieve well because they also benefit from the contribution to the subject made by morning assemblies and visiting speakers from local faith communities.
173. At the age of seven most pupils have a sound knowledge and understanding of the basic beliefs and practices of Christianity and Judaism. For example, pupils in Year 2 can recall the themes of the parables of The Sower, The Good Shepherd and The Prodigal Son. They are also aware that celebrations, such as Christmas and Easter, Hannukah and Eid, are an important element of religious life. Attitudes to the subject are good. In

lessons and morning assemblies, pupils are usually attentive listeners, and they are keen to offer their ideas when they have the opportunity to do so. Written work is of average standard and is often in the form of pictures and captions. Some of the responses are the result of group work, and pupils enjoy the challenge of making a collaborative presentation. For example, pupils have produced their own version of Bible stories, such as Noah's Ark, and well-known parables in which the attractive illustrations form an important part of the presentations.

174. By the age of eleven, most pupils have a firm understanding of the principal teachings of Christianity, and their application to everyday life. Pupils also know the main beliefs of Islam and Hinduism and they use specialist words accurately, for example when referring to the Arabic names for the Five Pillars of Islam. The standard of written work seen during the inspection is about average, although there is a lack of consistency across the year groups in the quality and quantity of work in exercise books. Some assignments are unfinished or missing altogether. Pupils write for a variety of purposes. These include perceptive personal responses, such as the explanation that Abraham destroyed the idols used for worship because 'he believed that God was all around him and not in statues'. Higher attaining pupils write at length, making good use of notes, diaries and cartoons to express their knowledge and understanding. Lower attaining pupils and those with special educational needs use writing frames effectively to record their findings. Teachers generally mark work regularly and include encouraging comments, but there is no common approach to the correction of spelling errors. Standards in speaking do not match the standards in writing because not enough importance is attached to the quality of oral responses.
175. Teaching and learning are satisfactory. In the most effective lessons teachers manage their pupils well so pupils enjoy the lessons, behave well, and make good progress. Work is well planned to engage their interest and challenge them to think, for example about the impact of their behaviour on others. This was the case in a Year 4 lesson, where pupils had been reading the parable of the Good Samaritan. The lively discussion showed that the pupils could make thoughtful observations on the reactions of the biblical characters, and relate them to their own attitudes in present day circumstances. In satisfactory lessons there are features that can be improved. Sometimes the lesson objectives are not made sufficiently clear to pupils, and there is not enough variation of pace and activity, so pupils become passive listeners or lose concentration and become restless. In addition, the structured opportunities for development of speaking skills are too limited. However, the strengths of the teaching outweigh the weaknesses.
176. Satisfactory improvement has been made since the last inspection. Effective procedures are now in place for the regular assessment of pupils' attainment and progress, although there is insufficient time available for the monitoring of work in the classroom. Resources are good and are generally used to good effect. Pupils also benefit from visits to nearby places of worship. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural education through the careful use of opportunities offered in the programmes of study.