

INSPECTION REPORT

OUR LADY'S CATHOLIC PRIMARY SCHOOL

Seacroft

LEA area: Leeds

Unique reference number: 108030

Headteacher: Mrs S McKillop

Reporting inspector: Mr G Brown
21060

Dates of inspection: 7 - 8 July 2003

Inspection number: 246756

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Primary |
| School category: | Aided |
| Age range of pupils: | 3 to 11 years |
| Gender of pupils: | Mixed |
| School address: | Pigeon Cote Road Seacroft Leeds |
| Postcode: | LS14 1EP |
| Telephone number: | 0113 2144123 |
| Fax number: | 0113 2256006 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mrs M O'Toole |
| Date of previous inspection: | 23 February 1998 |

INFORMATION ABOUT THE INSPECTION TEAM

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|--------------|---------|----------------------|
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Our Lady's Catholic Primary School is situated in Seacroft on the north-east edge of the City of Leeds. Pupils are drawn mainly from the local council estates surrounding the school, but some come from further afield. Approximately 47 per cent of pupils come from non-Catholic backgrounds. The Seacroft Ward is one of the most deprived in Leeds with high unemployment and families experiencing a range of social difficulties. There are 200 pupils on roll and an additional 26 children who attend the part-time nursery. There is a broadly similar number of girls and boys. An above average number of pupils (currently 24 per cent) is entitled to free school meals. A broadly average number of pupils have special educational needs, several of whom have either emotional and behavioural problems or difficulties with speech and communication. Four pupils have statements of educational needs. Seventeen pupils speak English as an additional language with Arabic, Italian and Hindi being the principal other languages. Of these, three pupils are at an early stage of learning English. A significant proportion of pupils enter school with below average standards, particularly in relation to language and personal development. The school's ethos is firmly based on the principles of the Christian Gospels. A central aim is to provide a caring, secure and disciplined environment where pupils can reach their potential and become increasingly independent.

HOW GOOD THE SCHOOL IS

Our Lady's is a very good school where pupils achieve particularly well and reach above average standards in much of their work. The headteacher is an influential leader and, together with key staff and governors, ensures that the school meets its aims and provides an effective range of educational opportunities and experiences for all its pupils. The quality of teaching and learning is consistently good and enables pupils to reach their potential. The school gives very good value for money.

What the school does well

- By the end of Year 2 pupils attain above average standards in mathematics and science. By the end of Year 6 standards are above average in English and science and usually above average in mathematics.
- The quality of teaching and learning is good. This helps pupils to achieve very well and make rapid progress in much of their learning.
- The leadership and management of the school are very good. This helps establish an effective climate for learning where pupils work hard and achieve very well.
- This is an inclusive school where the needs of all children are of great importance and where the pupils are cared for and valued.
- The curriculum provides a rich and varied range of opportunities for pupils to learn.
- Considerable emphasis is placed on the personal development of the pupils including their spiritual, moral and social development. This leads to harmonious relationships, very good behaviour and pupils who have a very positive attitude towards their learning.

What could be improved

- The attendance of several pupils is unsatisfactory and the school's procedures for improving their attendance need to be more effective.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its previous inspection in 1998. The few areas for improvement identified at that time have been put right. There are now good curriculum schemes of work with clear forms of assessment identified. The planning for pupils of different capabilities is clear and accurate. The role of the subject leaders has been re-defined giving them more influence in their specialised areas. The role of the governing body has been developed well and governors now make a good contribution to school life. Child protection measures are up-to-date and staff are fully aware of school procedures. The school has also embraced new initiatives very well such as the Literacy and

Numeracy Strategies together with new forms of staff appraisal (performance management). Our Lady's is a school that continues to develop well and looks for ways to self-improve in the future.

STANDARDS

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

| Performance in: | Compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | All schools | | | Similar schools |
| | 2000 | 2001 | 2002 | 2002 |
| English | C | B | B | A |
| mathematics | B | B | E | D |
| science | *A | A | A | A |

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

Many children enter both the nursery and reception classes with below average standards. Despite the good progress made, significant numbers are unlikely to reach the early learning goals in English and mathematical development by the end of their reception year. The results of the 2002 National Curriculum tests for pupils at the end of Year 2 showed that pupils at the school scored broadly average in writing and below average in reading and mathematics. The inspection showed that pupils are currently reaching above average standards in mathematics and science and broadly average standards in reading and writing. Some good improvements have come about as a result of the success of the Literacy and Numeracy Strategies. The indicative results from 2003 show similar findings to those of the inspection for Year 2 pupils. The 2002 results for pupils at the end of Year 6 showed that pupils scored highly in English and science but well below average in mathematics. This was, however, a relatively small year group with some pupils experiencing particular difficulties in aspects of their mathematics tests. The inspection showed that by the end of the current school year, Year 6 pupils are on course to be above average in English, mathematics and science. The indicative results from 2003 also illustrate these findings with more pupils reaching the higher levels for their age in all three subjects. Standards in science are again particularly high. The school's results compared to those of pupils from similar schools are also set to rise. Pupils of different abilities and backgrounds achieve well across the school, particularly in the junior years, and the general trend in pupils' attainment continues to rise over time. This is due mainly to the strength of the curriculum, the overall quality of teaching and learning and the very good response of the pupils. The school also sets high expectations on all its pupils and generally meets its annual targets relating to their attainment.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Very good. Pupils are very enthusiastic about their learning and respond well to the high expectations of their teachers. |
| Behaviour, in and out of classrooms | Very good. Pupils show high levels of courtesy and self-discipline and their behaviour is reliable and mature. |
| Personal development and relationships | Very good. A school that is built round a Christian ethos that values the differences and needs of individual pupils and encourages positive relationships. The school's emphasis on personal development ensures pupils have good self-esteem and are given opportunities to develop and use their own initiative. |

| | |
|------------|---|
| Attendance | Unsatisfactory overall. However, for most pupils the day starts promptly and efficiently. |
|------------|---|

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.

The quality of teaching and learning is consistently good across all age-groups and this helps to meet the learning needs of all the pupils. There are also pockets of very good teaching, particularly in the junior years. The great majority of lessons seen were good or very good and no unsatisfactory teaching occurred. There are strengths in the emphasis given to the teaching and learning of important basic skills, particularly in English, mathematics and science, all of which are taught well over time. Other strengths include the quality of teachers' planning, the high expectations of staff and the management and organisation of the pupils. All of these contribute significantly to good learning and to the many opportunities for pupils to achieve their potential. Pupils also make a substantial contribution to their own learning through their hard work, interest and high levels of concentration and application. Work is well matched to the needs of pupils with different abilities, including those with special educational needs and those for whom English is an additional language. Such pupils are very well provided for and make consistently good progress over time. The contribution made by classroom assistants and support staff is also very influential on pupils' progress, particularly in the Foundation Stage (nursery and reception) and in Years 1 and 2.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Good. A full statutory curriculum is in place which is enriched by a good range of visits and extra-curricular activities. |
| Provision for pupils with special educational needs | Very good. Pupils with different needs are identified early and are well supported by teachers and specialists who target them very well. |
| Provision for pupils with English as an additional language | Good. Although the early identification and assessments given to such pupils could be more formalised, they are well targeted and supported in class and most make similar rates of progress to other pupils. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good and a reflection of the school's values and its emphasis on the development of the whole child. The provision for spiritual, moral and social development is particularly good and leads to pupils who are developing their own values and beliefs, whilst being caring and socially aware of the needs of others. The school promotes good levels of racial harmony and promotes life in a multicultural society. |
| How well the school cares for its pupils | Very good. This is an inclusive school where all pupils are cherished and feel very safe in their work and play. Whilst the procedures for ensuring pupils' welfare and behaviour are very good, those relating to the improvement and monitoring of attendance are less successful. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Very good. The leadership and management offered by the headteacher and senior staff are highly influential to the educational direction and success of the school. There is a strong sense of teamwork and a commitment to high standards and further school improvement. |
| How well the governors fulfil their responsibilities | Good. Governors approach their work from a well-informed basis and fulfil their statutory responsibilities. The governing body is well organised and serves the school community well through its various committees and procedures. |
| The school's evaluation of its performance | Very good. The school uses its available assessment and other data effectively in order to judge how well it is doing and to set appropriate targets for the future. |
| The strategic use of resources | Very good. Declared priorities are very well targeted by the annual budget and specialised grants. The school's financial control is very good and it applies the principles of best value well in order to sustain good learning opportunities for the pupils. The accommodation is good as are levels of staffing and learning resources. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> • The high standards reached by the pupils and the progress they make over time. • The high expectations of the staff that pupils will behave well, work hard and play fairly. • The quality of teaching including the level of care and commitment shown by all the staff. • The school is providing well for the personal development of the pupils including teaching them to value the principles of the Gospels. • The school is well led and managed and can be approached at any time with any difficulties that might arise. | <ul style="list-style-type: none"> • Some parents feel that the homework set is not particularly appropriate to the needs of their children. • Others feel that there is not sufficient curriculum enrichment to develop the interests of all the children. |

The positive points made here by the great majority of parents far outweigh any negatives. The strengths identified are well justified and verified by inspection evidence. The homework given to pupils is within the range and type expected for their age and provides sound support to their learning. The range of visits and other extra-curricular activities are actually good and exceeds those of many other schools of this type and size. Several parents have also indicated that the school is increasing its emphasis on the need for all pupils to attend regularly. Parents are therefore urged to send their children to school as promptly and regularly as possible so that they can gain the maximum benefit from what this very good school provides.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the end of Year 2 pupils attain above average standards in mathematics and science. By the end of Year 6 standards are above average in English and science and usually above average in mathematics.

1. Pupils work hard and achieve particularly well to reach above average standards in mathematics and science by the end of Year 2. Standards in reading and writing are broadly average for seven-year-olds and this represents good progress in itself because significant numbers of children are below average when they enter school. The implementation of the National Numeracy Strategy has been very successful and, together with good teaching and a positive response from the pupils, has led to higher than average standards. Pupils in Years 1 and 2 build carefully on their work from the reception class and soon master their early number tables. These are used well in both mental and written work. Many understand the basic relationship between addition and subtraction and have above average knowledge of odds and evens and the patterns on a number square. Year 1 pupils work well with known facts about numbers between 12 and 25. They are also adept at ordering numbers and use language such as 'more than', 'less than' and 'equals' with confidence and accuracy. In Year 2 most pupils can give change for varying shopping amounts up to 50p and beyond, whilst the most able can create their additions to give, for example, exactly £2.07. Addition of hundreds, tens and units is largely accurate and the pupils' workbooks show a majority can interpret word problems and reach the right answer. All Year 2 pupils gain valuable experience of handling simple data and interpreting graphs. Their knowledge of fractions and the properties of many basic shapes, are also above average.
2. The work undertaken in science by infant pupils reflects the quality of some of their earliest experiences in nursery and reception. Year 1 pupils made a good study of 'pushes and pulls' and recorded their results in a lively style such as, 'I made my toy move really fast by pulling the string quickly up and down'. The emphasis is very much on 'learning through doing' and from a very young age, children are encouraged to observe carefully what happens and try to provide reasons. By the end of Year 2, pupils have experienced a wide range of science and built up their confidence, knowledge and understanding. During their work on electricity, many pupils were able to recognise a 'broken circuit' from their batteries and wires and know how to correct it in order to light up a bulb. Their work on materials was very good, with many pupils aware of the changes that occur when certain materials are heated and then cooled. Several pupils investigated the conditions needed for cress to grow best and knew how to set up a fair test in order to try out the various possibilities.
3. By the end of Year 6, pupils' reading and writing skills are mature for their age and used to good effect across the curriculum. Some particularly impressive work is undertaken during the daily literacy lessons when pupils write in different styles, analyse the skills of different authors and begin to express a preference for particular fiction and non-fiction texts. Reading standards are generally good with many pupils reading clearly and expressively. Although lower attaining pupils need some support, most pupils show good understanding of what they read and can use a wide range of material, including some from the Internet, to help research their topics. Many junior pupils are also adept at giving oral explanations about their work and their listening and speaking skills are above average.
4. Most pupils write in a neat, legible style that reflects pride in their handwriting and standards of presentation. Standards in grammar, spelling and punctuation are generally good. Pupils are encouraged to write from a wide range of starting points. For example, Year 3 pupils wrote sensitively about their special places including where they sometimes like to go in order to be alone. Some in Year 4 took on the role of critics, evaluating the effectiveness of advertisements for toys. Year 5 pupils were successful in writing persuasive letters encouraging children's television to be maintained. By the end of Year 6, pupils write widely and convincingly across a range of topics including how to make pancakes, the Pied Piper, changing between biography

and autobiography, a modern version of 'Macbeth' and 'ten really important things you should know about me'. Higher attaining pupils in particular write quite complex sentences and use imaginative vocabulary very well.

5. Standards in mathematics show good, recent improvement and many aspects are now above average. The emphasis given to mental and computational skills in the infant years is built on carefully and, by the end of Year 6, most pupils use addition, subtraction, multiplication and division with confidence and accuracy. They also work with large numbers as part of problem solving. Pupils have a good understanding of topics such as shape, angles, measurements, weight and area. They are also very secure with the relationship between vulgar fractions, decimals and percentages. Their work in the Numeracy Strategy is built on well between successive year groups; for example, the work undertaken on pie charts and bar graphs in Year 4 becomes more complex and with a greater incidence of ICT by Years 5 and 6. By the end of Year 6, pupils show mainly above average ability to use various strategies, mental and written, to solve problems. Their use of basic algebra is also good as is their use of correct mathematical language to explain what they are doing.
6. Standards in science have been a strength of pupils' attainment for several years and it is a subject that is taught particularly well. There is, for example, strong emphasis on good investigations and the interpretation of data. Good levels of knowledge and understanding are present from reception onwards and pupils develop effective enquiry methods and a good range of science vocabulary which they use well. Topics are covered in considerable detail; for example, Year 3 pupils made a very successful study about keeping teeth healthy, whilst those in Year 5 produced above average work on life cycles and parts of a plant. By the end of Year 6, many pupils work at a high level for their age. Practical work is well developed such as that undertaken with mirrors, forces in action and insulators and conductors. This is well supported by detailed and accurate work on food chains and the solar system. The use made of computers (ICT) is good and a growing feature of some of the best work, as is the interpretation of data and problem solving in science. Pupils also develop a clear approach to enquiry work involving predictions, careful recordings and an analysis of why things occur as they do.

The quality of teaching and learning is good. This helps pupils to achieve very well and make rapid progress in much of their learning.

7. The quality of teaching has improved since the previous inspection. This has come about through helpful monitoring, a commitment to in-service training and greater concentration by staff on how pupils of different abilities learn best. Teaching is consistently good across all age-groups and there are pockets of very good teaching, particularly in the junior years where teachers have strong subject knowledge and provide a wide range of learning experiences for the pupils.
8. Teaching in the Foundation Stage (nursery and reception) builds carefully on the early skills learned previously by young children and there is successful emphasis on language and personal development. Children in the nursery are given a wide range of activities to help stimulate their learning whilst those in reception are supported by careful planning which results in rapid progress being made in all areas of learning. The teaching and learning of many basic skills are strengths of the school and are deployed particularly well in literacy and numeracy. These subjects are also practised well in other areas of the curriculum including information and communication technology (ICT). Year 3 pupils practised their use of Venn and Carol diagrams using the computers whilst those in Year 4 were employed very well in the ICT suite drawing up a questionnaire. Literacy and numeracy lessons are planned for effectively with good questioning of the pupils and many opportunities for them to develop their growing use of reading, writing and mathematical skills. Well known stories such as 'The Little Red Hen' are used effectively to assess the comprehension levels of Year 2 pupils as well as their ability to recognise speech marks and questions in the text. In a Year 4 lesson where pupils learned about multiples of 3, 4, 5 and 10, the teacher encouraged pupils to recognise helpful patterns and to use good

mathematical vocabulary. The work is often very challenging with most staff showing high expectations in the work set and the standards anticipated from the pupils. Year 6 pupils were noted to be working with very high numbers which tested their ability to reach difficult answers and which then had to be verified by the use of a calculator.

9. Teachers show strong subject knowledge in many areas of the curriculum and this is used to good effect. Year 4 pupils, for example, were taught effectively about how they could recreate the sound of different animals using a range of musical instruments. Year 3 pupils also benefited from the historical knowledge of the teacher in their work about ancient Egypt and Tutankhamen. In these and many other lessons, the teachers use a wide range of attractive resources to stimulate the pupils and increase their learning potential. For much of the time, the resources are given so that pupils can explore learning in practical contexts or as a basis for their own research. Year 2 pupils were given a range of surfaces to run a toy vehicle over in order to find out about forces and the effect of friction. Year 6 pupils learned well about how the environment affects human activities as a result of a stimulating set of resources given by their teacher.
10. The pupils and teachers are fortunate in the quality of the support staff who make a valued and wide ranging contribution to learning. Pupils with special educational needs and those with English as an additional language also benefit from much of the individual and group work undertaken by classroom assistants and support staff. Year 2 pupils made good progress when they were taught how to pre-programme a robotic toy, whilst reception children were noted to get sustained help with several areas of learning including their creative and physical development.
11. All teachers manage and organise their classes effectively. Good working relationships help pupils to understand what the teacher expects of them and, in the most effective lessons, learning is increased when teachers share the aims of a session with the pupils and give them clear guidance and support. Careful assessments are made as to what pupils have learned and it is clear that many pupils make valuable contributions to their learning through their own efforts, interest and concentration. The marking of work is satisfactory although it is variable in its effectiveness in helping pupils to understand what they should do next to improve further. Homework is used satisfactorily to extend learning done in the classroom.

The leadership and management of the school are very good. This helps establish an effective climate for learning where pupils work hard and achieve very well.

12. Leadership and management have a major influence on the quality and standards achieved by the school. The experienced headteacher is committed to high standards and provides much of the drive and educational direction for this to happen. She has done well, alongside others, in helping to shape the school's vision for growth and to ensure it builds successfully on its past achievements. There is a strong sense of teamwork aimed at maximising the use of resources and ensuring that the school's mission statement and general aims are met securely. As part of providing for wider school development, effective leadership has been taken up by several subject leaders who now contribute well to standards in their various areas. Many feel they have been given greater confidence and flexibility to do their jobs.
13. The governing body's role and contribution to school life have been strengthened since the previous inspection and governors now provide well for school growth. They are becoming increasingly involved in areas for development and are well informed as to school priorities and how best these can be achieved. They work effectively through their various committees and are involved in monitoring and assessing how the school is doing.
14. As part of its programme for further improvement, the school undertakes rigorous forms of self-assessment analysing, for example, the effectiveness of its school development plan and the targets set for pupil achievement. It has considerable strengths in the way it monitors performance data, reviews any emerging patterns and takes the necessary action to modify its approach towards teaching and learning. Many aspects of pupils' writing and mathematical skills have been improved in this way. The management of the curriculum, special educational needs

and the monitoring and development of teaching are all very secure. Policies are in place for all key areas. The management and improvement of pupils' attendance have been less successful. However, some relatively recent additions to the monitoring of attendance

have brought about improvements in the attendance of some pupils. Leadership and management ensure that the school's values and its everyday ethos reflect its declared priorities for the pupils.

15. The school's approach to financial and resource management ensures its aims and priorities for the pupils are well met. The annual budget and specific grants are used and monitored very well. Key members of the management team are well aware of the need to get best value from the resources and opportunities available to the pupils. The use made of staff is effective, particularly the role of support staff who are deployed very sensibly and contribute very well to work in the classrooms. Learning resources and accommodation are both above average and make a significant impact on the curriculum and pupils' learning.

This is an inclusive school where the needs of all children are of great importance and where the pupils are cared for and valued.

16. The principles of care and the importance placed on each individual pupil are embedded into the aims and mission statement of the school. They are the essence of the school's ethos and its everyday working environment. The school has a very diverse roll, including pupils who are higher attainers and some with special educational needs. Others have English as an additional language. Whatever the background of the pupils or their individual needs, the school sets out to support and develop each pupil as a unique individual and is very successful in this respect. There is an agreement that all pupils should work hard and reach their potential. Parents also feel that this key principle is a strength of the school.
17. The work set for the most able pupils is usually the most challenging, whilst that given to pupils with special educational needs is carefully planned for, including good support in class. The teacher responsible for special educational needs is non-class based every afternoon and supports pupils and staff very successfully. The pupils' individual educational plans are well constructed and reflect meaningful targets that help to ensure they progress in small, meaningful steps. Pupils with English as an additional language also make good progress and achieve very well over time. They, like all pupils, are integrated fully into school life. The school has no formal assessment measures that it can readily apply to young pupils who are at an early stage of learning English and should formalise its procedures in this respect, including seeking greater help from the local authority should this become necessary.
18. The school provides very well for the care and welfare of all its pupils including good systems and procedures that monitor their personal and academic development. As part of its inclusiveness, the needs and progress of pupils are assessed regularly and individual targets established. These are shared with the pupils and their parents as much as possible. As part of the school's Christian approach to care and welfare, pupils are clearly valued as individuals and their efforts are celebrated in class, through good quality displays and during acts of worship. Child protection procedures are firmly established and specialised care programmes function for individual children as needed.

The curriculum provides a rich and varied range of opportunities for pupils to learn.

19. The curriculum (all the planned opportunities for learning) is well matched to the age, ability and aptitude of the pupils. There is a broad range of activities that not only meets the statutory requirements of the National Curriculum but is flexible enough to target the needs of individual pupils and ensure there is good progression in their learning. The curriculum is well planned and monitored to ensure it provides equality of access and opportunity for all pupils. Additionally, several improvements have taken place since the previous inspection including clearer, more

supportive programmes of work for pupils and better forms of pupil assessment that can give a clearer picture as to the point pupils have reached in their learning. Subject leaders also monitor their subjects effectively and show good understanding of those priorities that would help raise pupils' standards and achievements.

20. The curriculum is particularly strong in respect of literacy and numeracy. The Literacy and Numeracy Strategies have both been integrated well into school life and play an important part in the standards reached by the pupils. A significant strength is the way in which literacy in particular is taught across the full curriculum. In subjects such as history and science pupils have the opportunities to write in different styles, some imaginative, some factual. Science is also planned for and developed particularly well with strong emphasis on the acquisition of skills as well as important areas of knowledge and understanding. The curriculum for ICT is becoming increasingly important and is also planned well including the ongoing support it gives to other subjects including art and English.
21. The curriculum provides very well for the personal, social and health education (PSHE) of the pupils. This is a school that lays considerable emphasis on the development of the whole child and specific periods are set aside each week for discussions and training that will help promote such things as citizenship, good health and positive relationships. In order to make learning as accessible and as interesting as possible, the school utilises the individual talents and interests of staff very well including any specialisms such as music, creative ability and ICT.
22. A final strength of curriculum provision is the enrichment brought about by extra-curricular activities. For example, educational visits and visitors are strongly encouraged. The overall provision provides good quality support for learning outside the school day and helps promote active pupil participation in sport, the arts and other interests. A breakfast club is held daily and is well supported by children of all ages. Over the year, various clubs and activities are held to promote pupils' interests and skills in football, rugby, basketball, gymnastics, dance, guitars, recorders and drama. Some of these are run in conjunction with the 'Family of Schools' serving the region's wider estates. The school's educational visits are also chosen well to support both academic and personal development. These include river field trips, Roald Dahl productions in Bradford, visits to Kirkstall Abbey Museum and Eureka and a week long residential visit for Year 6 pupils to the Ingleborough district. From their writing and clear recall of what occurred, it is obvious that pupils gain much from these and the many other visits undertaken. The school also tries to give its pupils a wider view of their environment and some have visited St Gemma's Hospice and enjoyed sessions to help develop their awareness of the danger of fires and the importance of being skilful pedestrians.

Considerable emphasis is placed on the personal development of the pupils including their spiritual, moral and social development. This leads to harmonious relationships, very good behaviour and pupils who have a very positive attitude towards their learning.

23. The school has strong Christian aims that place considerable emphasis on the spiritual, moral, social and cultural development of the pupils. The provision in these areas is very good overall and is clearly underpinned by the school's values and ethos. The very good relationships which emerge are at the heart of good practice and create a harmonious feel to school life in general. These relationships combine with very good standards of pupil behaviour to form a very positive approach by the pupils to their everyday learning. As part of spiritual development, pupils are given opportunities to explore the meaning and interpretation of the Christian Gospels and to reflect on their own values and emerging beliefs. Staff are careful to build a secure environment where pupils can talk with confidence about their feelings and experiences, knowing their teachers and friends will listen to them. Teachers provide good role models and pupils know that their work and opinions will be valued. Teachers are also careful to promote teaching styles which will encourage pupils to think beyond the immediate and to provide them with time and space for their own thoughts, ideas and concerns. End of day prayers are often reflective in this respect. Spiritual development also occurs during acts of worship. One observed theme was the need for pupils to recognise the contributions of others and not to take for granted what every individual has achieved. Suitable links were made with the gospel stories and the worship ended with a celebration of the weekly achievements of many pupils and with the headteacher distributing a wide range of merit certificates.

24. Moral development is also an important part of school life as can be seen in the status given to it within the aims of the school. Stories and events in history are used well to bring out the pupils' ability to distinguish between right and wrong. A clear moral code of conduct runs through the school, sometimes reflected in the individual codes that pupils themselves have helped to negotiate in their own classrooms. As part of the school's high expectations regarding truth and doing the right thing, pupils are asked to reflect on the consequence of their own actions and those of others. Provision for social development is woven carefully into many facets of school life. In subjects such as science, design and technology and ICT, pupils often work collaboratively on joint projects without direct teacher supervision. One pupil said, 'It's great when we can work together in the classroom and swap ideas as well as play together outside'. Pupils show good levels of respect for the efforts of others and take considerable pride in showing off their own contributions to visitors.
25. The response of pupils towards their learning was observed to be good or very good in almost all observed lessons. Pupils are eager to answer and show very good commitment to the various tasks they undertake. Teachers have high expectations as to the standards and attitudes to learning anticipated and most pupils are more than happy to respond in the right way. Although in a few classes teachers have a tendency to over-direct their pupils, older pupils in particular use their initiative well, including those in Years 5 and 6 where many appear to be well aware of their own targets for improvement. The behaviour of pupils is consistently very good both inside and outside of the classroom. From reception onwards, pupils come into lessons, the dining area and school worship with high standards of self-discipline. The school places successful emphasis on consideration for others, with older pupils acting as good role models for younger children in this respect. Definitions of bullying are clearly understood by the pupils and they know it will not be tolerated. From discussions with parents and pupils, bullying is not a significant issue in school and well established procedures are in place to help prevent it occurring in the first place.
26. The provision for the pupils' cultural development is good. Multicultural awareness could be promoted a little more strongly around the school, such as in books and displays, but learning about the need for racial harmony and life in a multicultural society is covered well. There are several opportunities for pupils to celebrate their local heritage as well as that of Britain as a whole and those of diverse countries. Comparative religions are taught in accordance with the agreed syllabus for religious education supported by guidance issued by the Diocese. In geography and history pupils undertake short studies of the life and cultures of other countries. There are also several opportunities for them to participate in literature, drama, music, art and other cultural events that help to extend cultural awareness. A Jewish storyteller promoted the art of story telling and linked it with other cultures, whilst another spoke of tales from Africa and demonstrated a range of instruments from his own culture.

WHAT COULD BE IMPROVED

The attendance of several pupils is unsatisfactory and the school's procedures for improving their attendance need to be more effective.

27. The school's attendance rate is well below the national average whilst the rate of unauthorised absence is well above the national figure. Significant numbers of pupils have at least some form of unauthorised absence and this is unacceptable. Although for the majority of pupils attendance and lateness is not a problem, for others there are potential issues related to the impact of poor attendance on their attainment and progress. The school is aware of the need to monitor the attendance of all pupils very carefully and to report the same to parents on an annual basis. Although the school has a sound computerised system for tracking the attendance of individuals, the data produced is not being used rigorously enough to detect patterns of irregular attendance and then to take firm and appropriate action. A complete register of whole school attendance is not produced sufficiently often to meet statutory requirements in this respect.

28. The school has not been given the degree of support from the educational welfare service (attendance division) that might help it operate a more robust system. Parents too have a far more crucial part to play in ensuring their children attend as regularly as possible and keep within what the law allows. Some have clearly not taken this aboard. The school has recently introduced some new measures designed to improve the overall attendance of its pupils. These include giving certificates to children who attend very well over the school year and phoning parents on the first day their child is absent if no explanation has been received. Such measures have already helped a few pupils to do better. By way of immediate response to this issue, the educational welfare officer has also agreed to visit the school on a more regular basis.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. In order to improve on the school's already good standards and to improve the quality of education offered to all the pupils, the governors, headteacher and staff should:-
- (1) Improve the attendance of the pupils by
- ensuring that all statutory requirements relating to attendance registers are fully complied with;
 - carrying out a more rigorous analysis of available data thereby identifying and acting on any unsatisfactory patterns of attendance as early as possible;
 - adopt more effective strategies for gaining the co-operation of parents on attendance matters.
- (paragraphs 27-28)*

The school has already introduced several new and appropriate procedures which collectively are aimed at those pupils whose attendance currently gives rise for concern.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 24 |
| Number of discussions with staff, governors, other adults and pupils | 10 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 6 | 13 | 5 | 0 | 0 | 0 |
| Percentage | 0 | 25 | 54 | 21 | 0 | 0 | 0 |

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

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR – Y 6 |
|---|---------|----------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 13 | 200 |
| Number of full-time pupils known to be eligible for free school meals | 0 | 48 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y 6 |
|---|---------|----------|
| Number of pupils with statements of special educational needs | 0 | 4 |
| Number of pupils on the school's special educational needs register | 1 | 30 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 17 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 7 |
| Pupils who left the school other than at the usual time of leaving | 12 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 6.6 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 1.2 |

| | |
|---------------------------|-----|
| National comparative data | 5.4 |
|---------------------------|-----|

| | |
|---------------------------|-----|
| 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)

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 2002 | 18 | 11 | 29 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 16 | 16 | 16 |
| | Girls | 11 | 11 | 11 |
| | Total | 27 | 27 | 27 |
| Percentage of pupils at NC level 2 or above | School | 93 (86) | 93 (93) | 93 (90) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 17 | 16 | 16 |
| | Girls | 11 | 11 | 11 |
| | Total | 28 | 27 | 27 |
| Percentage of pupils at NC level 2 or above | School | 97 (100) | 93 (93) | 93 (100) |
| | National | 85 (85) | 89 (89) | 89 (89) |

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

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

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 2002 | 11 | 7 | 18 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | | | |
| | Girls | | | |
| | Total | 15 | 12 | 17 |
| Percentage of pupils at NC level 4 or above | School | 83 (93) | 67 (83) | 94 (97) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | | | |
| | Girls | | | |
| | Total | 16 | 15 | 17 |
| Percentage of pupils at NC level 4 or above | School | 89 (93) | 83 (93) | 94 (100) |
| | National | 73 (72) | 74 (74) | 82 (82) |

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

Separate totals for girls and boys are not given in the above table as fewer than 11 girls took the tests, therefore individual pupils could be identified.

Ethnic background of pupils

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

Exclusions in the last school year

| No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|-----------------------------|--|---------------------------------------|
| 181 | 0 | 0 |
| 7 | 0 | 0 |
| 3 | 0 | 0 |
| 4 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 2 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |

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

Teachers and classes

Qualified teachers and classes: YR – Y 6

| | |
|--|-----|
| Total number of qualified teachers (FTE) | 9.5 |
| Number of pupils per qualified teacher | 21 |
| Average class size | 29 |

Education support staff: YR – Y 6

| | |
|---|-------|
| Total number of education support staff | 12 |
| Total aggregate hours worked per week | 222.5 |

Qualified teachers and support staff: nursery

| | |
|--|------|
| Total number of qualified teachers (FTE) | 0.5 |
| Number of pupils per qualified teacher | 26 |
| Total number of education support staff | 1.5 |
| Total aggregate hours worked per week | 48.5 |

Financial information

| | |
|--|---------|
| Financial year | 2002/03 |
| | £ |
| Total income | 577,250 |
| Total expenditure | 583,310 |
| Expenditure per pupil | 2,596 |
| Balance brought forward from previous year | 44,390 |
| Balance carried forward to next year | 38,330 |

| | |
|--------------------------------|----|
| Number of pupils per FTE adult | 13 |
|--------------------------------|----|

FTE means full-time equivalent.

Recruitment of teachers

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

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 226 |
| Number of questionnaires returned | 136 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 70 | 29 | 1 | 0 | 0 |
| My child is making good progress in school. | 70 | 29 | 1 | 0 | 0 |
| Behaviour in the school is good. | 68 | 31 | 1 | 0 | 0 |
| My child gets the right amount of work to do at home. | 59 | 32 | 8 | 0 | 1 |
| The teaching is good. | 76 | 24 | 0 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 59 | 35 | 5 | 0 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 71 | 26 | 1 | 0 | 1 |
| The school expects my child to work hard and achieve his or her best. | 72 | 28 | 0 | 0 | 0 |
| The school works closely with parents. | 56 | 40 | 4 | 0 | 0 |
| The school is well led and managed. | 76 | 23 | 1 | 0 | 1 |
| The school is helping my child become mature and responsible. | 66 | 32 | 0 | 0 | 2 |
| The school provides an interesting range of activities outside lessons. | 47 | 35 | 8 | 2 | 8 |