

INSPECTION REPORT

**ALL SAINTS CHURCH OF ENGLAND PRIMARY
AND NURSERY SCHOOL**

Richmond Hill, Leeds

LEA area: Leeds

Unique reference number: 108048

Head teacher : Jane McMillan

Reporting inspector: Steve Bywater
18463

Dates of inspection: 4th – 7th November 2002

Inspection number: 246760

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior, with nursery class

School category: Voluntary aided

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Cross Aysgarth Mount
Leeds

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Appropriate authority: Ripon Diocese

Name of chair of governors: Mark Johnson

Date of previous inspection: July 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18463	Steve Bywater	Registered inspector	Mathematics Information and communication technology Music Foundation Stage English as an additional language	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
13448	Dawn Lloyd	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with its parents? How high are standards? (attitudes and behaviour)
19120	Derek Pattinson	Team inspector	Science History Geography Physical education Special educational needs	How good are curricular and other opportunities?
01678	David Peckett	Team inspector	English Design and technology Art Equal opportunities	

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PART A: SUMMARY OF THE REPORT	

INFORMATION ABOUT THE SCHOOL

The school is situated in Richmond Hill close to the centre of Leeds. There are 187 pupils (97 boys and 90 girls) on roll aged between five and eleven years and a further 22 children attend part time in the nursery class. The school is about the same size as other primary schools and is similar in size to when it was last inspected. Attainment on entry to the school is well below average. The majority of pupils who attend the school live in the immediate area in a community which faces many of the issues associated with areas of deprivation. This is only partly reflected in the proportion of pupils entitled to free school meals (34 per cent) which is nevertheless well above the national average. A large number of pupils enter and leave the school throughout the year. Last year the turnover was 37 per cent. Although around 15 per cent of pupils are from ethnic minority groups, only a very small number of them speak English as an additional language and are at an early stage of English acquisition. At the time of the inspection, there were 39 pupils on the school's list of pupils with special educational needs. The majority of them have learning difficulties; a number have emotional and behavioural needs and some have medical or other needs. There are two pupils with statements of special educational need. The school is part of the Richmond Hill Education Action Zone (EAZ) and has benefited in a number of ways.

HOW GOOD THE SCHOOL IS

The school has reached the point where it provides a good standard of education for many of its pupils but still has to deal with weaknesses in one or two year groups. When these are dealt with the school can be judged a fully effective school. The children are happy here. They behave well, have good relationships throughout the school and most have positive attitudes to learning. Teaching is good and pupils make good or better progress in five of the eight classes. Standards in English, mathematics and science are below average, but are improving. Progress is slower than it should be in three classes. There is a backlog of underachievement following years of inefficiency and ineffectiveness. However, following the appointment of a new head teacher and deputy head teacher two years ago, the leadership and management of the school are now very good and ensure that there is clear educational direction and a shared sense of common purpose. The school now provides satisfactory value for money.

What the school does well

- The head teacher and deputy head teacher have created a sense of optimism and an ethos where the improvement in standards is seen as paramount.
- There is a good proportion of high quality teaching in Years 5 and 6, and occasionally elsewhere.
- The school cares for pupils well and analyses their achievements to ensure that pupils build on their previous learning.
- Pupils have positive attitudes to school, form good relationships and behave well.
- Provision for pupils' moral, social and cultural development is good.

What could be improved

- Standards in English, mathematics and science, though improving, are below average by the time pupils leave the school.
- The quality of teaching in Year 3 and to a lesser extent in Year 4 needs to be improved.
- Children in the nursery class do not make a strong start. Nursery and reception teachers need to plan and assess together so that children build on their previous learning.
- Attendance is well below the national average.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Following a considerable period of staff instability, a number of measures have been taken to improve the quality of teaching of those teachers remaining in post, and to induct new teachers to the school. This has been very successful in Year 6 but not as effective in other year groups. Standards continue to improve and a series of initiatives has been introduced to improve writing, reading, spelling and mathematics. Aspects of leadership improved following the appointment of the current head and deputy head teacher who have successfully raised standards in learning and teaching. Attainment in other subjects is improving slowly as the school has concentrated on English and mathematics in the past few years.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E	E	E*	E
Mathematics	E	E	E	D
Science	E	E	E	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low (lowest 5% nationally)	E*

By the age of eleven, standards in English were very low in terms of the national average in the 2002 tests and well below the standards achieved in similar schools. In mathematics and science the standards were well below the national average and below average when compared with similar schools. Whilst standards in the 2002 national tests were low in national terms, this should in no way detract from the achievements of pupils in this school. The improvements in the results have been recognised by the Department for Education and Skills for two years and although there was a blip last year, standards continue to improve. Children enter the nursery class with a limited range of educational experiences and poorly developed skills. Despite their satisfactory progress in nursery and reception classes, children fail to meet the standards expected of pupils when they enter Year 1 except in their physical development. Inspection evidence shows standards in English, mathematics and

science are below average at the age of seven and eleven. Improvements have been in line with the national trend and are high enough considering the very low level on entry. In art, and design and technology, the attainment of seven and eleven year olds is similar to that expected for this age group. Standards in history and geography are below national levels by the end of Years 2 and 6. There is insufficient evidence to make a judgement about standards in music, information and communication technology (ICT) and physical education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school. They are interested, concentrate well and are keen to learn. Children in nursery do not have good attitudes.
Behaviour, in and out of classrooms	Good overall. Good in most lessons and around school in lunchtimes and playtimes. A significant minority of pupils in Years 3 and 4 display challenging behaviour.
Personal development and relationships	Good. Pupils are developing sensible attitudes and have good relationships with adults and each other.
Attendance	Poor. Attendance is improving, but is still below the national average.

TEACHING AND LEARNING

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

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.

Overall, the teaching is good with almost two thirds of the lessons judged as good or better. The quality of teaching of children in the Foundation Stage is satisfactory overall but there are weaknesses. Whilst the nursery teacher has a good understanding of the activities needed for pupils, short-term planning does not clearly show what it is children are expected to learn. Children find it very difficult to concentrate, and flit from task to task. The teacher has yet to establish clear classroom routines and effective organisation of resources. Progress improves in the reception class where the teacher and support staff create a purposeful working atmosphere and promote the good concentration and learning of the children. Teaching in Years 1 and 2 is good. The teachers manage pupils very well and ensure well-chosen resources keep pupils interested. Throughout the school, support staff work particularly well, especially when helping pupils with special educational needs. Teaching in Key Stage 2 varies between unsatisfactory in Year 3 and very good to excellent in Years 5 and 6. It is judged satisfactory overall. The teaching of the basic skills in literacy and numeracy is good. Teaching in Years 3 and 4 is not so good because teachers' control is lacking and expectation is not as high as it should be. There are occasions in these classes when higher attainers and pupils who are struggling are given the same work. Strengths

include the way which teachers structure the different parts of the lesson carefully and make clear to pupils what they are to learn in the lesson. Another strength is the teachers' questioning that probes and prompts pupils' understanding.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is planned securely so that pupils are taught all the necessary subjects and in most subjects build systematically on their skills, knowledge and understanding year by year. The range of activities to support the curriculum (for example, educational visits and extra-curricular activities) is satisfactory.
Provision for pupils with special educational needs	Satisfactory overall. Individual education plans vary in quality from good, to less than satisfactory and lacking in detail.
Provision for pupils with English as an additional language	The very small number of pupils who need it receive good support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Moral, social and cultural development is good. Pupils are encouraged to work together and to help each other. The school values and explores other cultures. Spiritual development is satisfactory throughout most subjects where lessons provide sound opportunities for personal reflection.
How well the school cares for its pupils	Good. There is a strong commitment to the well-being of pupils, which is obvious in the day-to-day work of the staff. Assessment procedures are being used accurately to prepare projected targets for the school, for tracking the progress of individuals and for planning pupils' work.

Parents and carers are positive about the school and express their positive views about its improvements. The quality of information provided to parents is good. The nursery would benefit much more by the involvement of parents in the life of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Very good. The head teacher, supported by her deputy provides clear educational direction and expects a high commitment by all staff. This leads to a strong sense of teamwork.
How well the governors fulfil their responsibilities	The governing body efficiently meets its statutory requirements and helps to shape the direction of the school through its involvement in development planning. Governors support the school well and have a clear understanding of its strengths and weaknesses.
The school's evaluation of its performance	Monitoring and evaluation of performance are very good. There is a rigorous analysis of standards, frequent checking of the progress towards meeting targets in the school development plan and regular observations of teaching. The school identifies any weaknesses early and responds immediately to deal with them.
The strategic use of resources	Very good. There is a clear link between development planning and finance. Clearly understood principles of best value are at the heart of financial planning. The school provides satisfactory value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and make good progress. • The teaching is good and the school expects children to work hard and achieve their best. • They feel comfortable about approaching the school with questions or a problem. • The school is well led and managed. • The school is helping their children become mature and responsible. 	<ul style="list-style-type: none"> • Information about how well their children are getting on. • The range of activities outside lessons. • The school working more closely with parents. • The amount of homework.

42 questionnaires were returned (20 per cent of those sent out) and eight parents attended the pre-inspection meeting. A large majority of parents have a positive view of the school but a significant proportion of the parents who replied to the questionnaire expressed concern

over some aspects of the school. Inspectors support the parents' positive views but feel that the school provides satisfactorily in the aspects that concern them.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Whilst standards in the 2002 national tests were low in national terms, this should in no way detract from the achievements of pupils in this school. The improvements in the results have been recognised by the Department for Education and Skills for two years and although there was a blip last year, standards continue to improve.

2. Results in the 2002 national tests for seven year olds show that standards in reading were below the national average overall but above those of similar schools. Almost a quarter of the pupils achieved the higher than average level¹. Writing standards compared to all schools were below average with no pupils achieving the higher level. When compared to the results for schools with a similar proportion of free school meals then the writing standards are average. In mathematics, standards were too low when compared with national and similar schools' figures and too few pupils achieved a higher level. Since 2000, results in reading have gradually improved in line with the national trend for improvement. In writing the improvements are above average when compared to the national trend. In mathematics, improvements have fallen slightly below the national trend. Girls achieve more highly than boys in reading but there is little difference from the national trend in writing and mathematics.

3. By the age of eleven, standards in English were very low in terms of the national average in the 2002 tests and were well below the standards achieved in similar schools. In mathematics and science the standards were well below the national average and below average when compared with similar schools. This dip in standards can be partly explained by the large number of pupils with special educational needs and especially the arrival of six pupils with special educational needs who arrived at the school from elsewhere for their last year. Over the past few years, girls have significantly outperformed boys in English and mathematics. The school is seeking to address this issue by involving outside agencies and providing much support and resources for the boys.

4. The full range of inspection evidence shows that children enter the nursery class with a limited range of educational experiences and poorly developed skills, especially in their language, communication and literacy and also in their personal, social and emotional skills.

¹ The National Curriculum has been written on the basis that pupils, by the end of Key Stage 1, are expected to reach level 2. If a pupil is attaining level 3 then he or she is reaching standards above that expected for a child of his or her age.

At Key Stage 2 the nationally expected level for pupils to reach by the end of Year 6 is level 4. If a pupil is attaining level 5 then he or she is reaching standards above that expected for a child of his or her age.

Despite their satisfactory progress in the Foundation Stage², children fail to meet the early learning goals³ expected of them in all areas of learning except their physical development.

5. Standards in speaking and listening are below national expectations. In infant and junior classes, in their speaking and listening, pupils are confident to speak and give considered and interesting answers. They enjoy discussion and conversation and have developed skills that are evident when they speak to each other or adults. Their vocabulary is still below the average and this restricts their overall standards. However, given the very low level of language when pupils enter school, the planned programme and the many opportunities developed for pupils to speak and listen are helping to raise standards. In most of the lessons pupils listen well and respond to questions, sometimes enthusiastically. There are groups of boys who find this aspect of their work difficult and make little or no contribution during the lessons.

6. Overall standards in reading are below national expectations for pupils aged seven. Above average pupils enjoy reading, read fluently and use expression well to interest the listener. They make good use of punctuation in their reading. Most teachers use guided reading well to teach reading. The home/school reading programme is established and the teachers are very aware of pupils who do not read as often as they should to practise and make progress. In Year 6, the higher attaining pupils read more complex books fluently and expressively. However, reading standards of the majority of pupils are below national expectations. They lack some of the skills to use phonic knowledge or word building skills to help them work out a new or less common word and its meaning. Most pupils read at a higher level than their writing ability would suggest.

7. The standard of written work of the current seven and eleven year olds is below average. By Year 2 they use a competent printed script, and above average attaining pupils produce mainly correctly formed letters. About half the pupils can write at least a few simple sentences by themselves. The spelling of most common words is developing towards the expected standard and pupils attempt unfamiliar words using their knowledge of letter sounds. By Years 5 and 6, pupils can write legibly in a range that includes stories, accounts and poetry, but there are still many pupils who do not join up letters. There are few examples of quality work that is the result of sustained and extended writing. Whilst spelling and the use of grammar is developing satisfactorily in Years 5 and 6, standards in Years 3 and 4 vary considerably because of low expectations and unchallenging work. Across the school, however, the most significant weaknesses in pupils' writing lie in the lack of consistency of teaching and the lack of challenge to improve. Some teachers promote well pupils' literacy skills in other subjects, such as history and geography, but this good practice is not consistent across the school.

8. Standards in mathematics are now much closer to the nationally expected levels for pupils aged seven and eleven, but are still below national expectations. Especially good teaching across Years 5 and 6 and the booster classes in Year 6 are helping to raise standards in the juniors. The majority of pupils in Year 2 have standards which are similar to those of most seven year olds, especially in number and calculation, but very few pupils are

² The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to: communication, language and literacy; mathematical development; and personal, social and emotional development, but also include: knowledge and understanding of the world; and physical and creative development.

³ Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. There are many goals for each area of learning; for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

on target to achieve the higher level 3 and this depresses the standards overall. Throughout the school, there is little evidence of pupils using their number skills in other lessons, such as recording data in science. Standards in science are below national levels by the end of Years 2 and 6. This is partly because teachers do not assess the development of important scientific skills as pupils move through the school and they sometimes over-direct scientific investigations. This prevents pupils from planning, implementing, recording and evaluating in different ways for themselves. Despite these weaknesses, progress is sound for many pupils in their acquisition of scientific knowledge and understanding as they move through the school.

9. Progress in reading in the infant classes is good as the majority of pupils learn at a good pace in Years 1 and 2. In writing and mathematics, progress is evident over their time in school but it is less than expected and slowed because the progress of pupils in junior classes is too variable. After a good start up to the age of seven, the progress slows and standards fall in Years 3 and 4 where teachers' control and expectations are not as high as they should be. Progress improves rapidly in Years 5 and accelerates in Year 6 but there are difficulties in overcoming the time lost in the lower junior classes. In science, some pupils in all classes, especially lower and higher attaining pupils, do not always make the best possible progress because tasks are not matched well enough to their different needs. Progress has been supported by the partnership with the EAZ, which attempts to promote the full involvement of all pupils irrespective of their gender, ethnic group, poverty or any other perceived barrier. It does this by helping the school address issues of:

- overall low standards of attainment;
- the frequency of challenging and negative behaviour;
- low self-esteem and confidence of pupils;
- poor and erratic attendance;
- few resources for learning in the home or the community;
- low parental aspirations and parental expectations.

10. In art, and design and technology, the attainment of seven and eleven year olds is similar to those expected for this age group, although there are examples of work of a higher standard. Standards in the junior classes are very variable but in line with national expectations by the end of Year 6. Standards in history and geography are below national levels by the end of Years 2 and 6. However, progress is satisfactory in some areas of these subjects as pupils move through the school. Insufficient evidence is available to be certain of the standards in music and ICT. In physical education, standards in gymnastics are close to national levels by the end of Year 2. Standards in dance are close to national expectations by the end of Year 6. There was not enough evidence to secure judgements about standards in other areas of the subject by the end of Years 2 and 6.

11. Pupils with special educational needs make satisfactory progress towards the targets set for them. This is because teachers usually ensure that work is carefully matched to their needs in English and mathematics. They track their progress carefully in these subjects to give them the best possible chance to succeed. Some pupils receive regular help from a very small number of dedicated support staff. A strong feature of teachers' work with these pupils is the good relationships throughout the school, and the way that pupils' work is always valued, which encourages them to try harder. The small numbers of pupils who are learning English as an additional language are making good progress. They are fully included in all lessons and receive carefully planned support from the learning assistants. Other pupils readily help them and contribute to their learning.

Pupils' attitudes, values and personal development

12. Most children have good attitudes to learning and try hard, as they did during the last inspection. They usually behave well and get on well together. Attendance is poor.

13. In the main, children have an under-developed attitude to their learning in the nursery but good attitudes in the reception class. Nursery staff work very hard to involve children in a good range of activities. However, they find this very difficult because they have not set clear routines for their class. Children's attitudes and behaviour are well below average and there were many examples of children not settling well to tasks, showing poor concentration and not being interested in what was going on. Children in the reception class show much better levels of concentration, initiative and independence. They have good attitudes to their work and they are beginning to value what others say by taking turns to speak and listening carefully.

14. In infant and junior classes, children clearly enjoy coming to school. They arrive with happy, smiling faces and are eager to get on with the activities prepared for them. Enthusiasm for school is particularly strong among the older children, who are developing mature attitudes to learning because they see the value of a good education in preparing them for adult life.

15. In lessons, children usually concentrate on their work and remain focused and attentive. They are keen to answer questions or make suggestions and will persevere with their attempts to improve on what they have done; for example, in a physical education lesson, Year 5 pupils worked hard to develop and refine their dance routines. They are proud of their achievements and eager to show their work to visitors, like the Year 2 children who had really enjoyed making puppets to illustrate the story of the three little pigs, and the Year 6 pupils who were anxious to display the badges they had made, showing important choices they wanted to make in life. Most pupils with special educational needs have a positive attitude to their work. They are keen to make progress, eager to please and enjoy succeeding.

16. Behaviour in lessons is almost always good, which means that time can be used productively and effective learning takes place. There were occasional examples of poor behaviour, for example in Year 3, when children were lacking in self-discipline and did not concentrate on their work. When they become silly or restless in lessons, this is usually a reaction to poor classroom management or uninspired teaching.

17. Around the school and in the playgrounds behaviour is almost always good. Children walk very quietly and sensibly through the building, observing the few simple rules that they helped to formulate. Older children volunteer to look after and play with the younger ones, and those who have been chosen as prefects take their roles very seriously. All children respond well to the system of rewards that acknowledges effort in both school work and behaviour, and those who have been awarded badges wear them with pride. Most pupils with special educational needs are well behaved, and respond well to the encouragement they receive, which helps boost their confidence and enables them to take pride in their achievements. However, a small number of pupils with special educational needs do not always behave well in lessons or have positive attitudes to learning. Their lack of concentration limits their learning, and in Years 3 and 4 occasionally impinges on the learning of others.

18. It has rarely been necessary to exclude a child, but sometimes the school is forced to use this major sanction, when all other means of dealing with poor behaviour have been exhausted. There were 11 fixed term exclusions last year. Exclusion is reserved for very serious offences, which put other children at risk. When this happens, full consultation takes place with parents and a comprehensive support system is set up when the child returns to school.

19. Relationships throughout the school are good, often very good. When given the opportunity, children co-operate well in lessons, discussing their work sensibly and listening carefully to the suggestions that other children in the group make. Older pupils are used to talking about wider moral and social issues and are learning to be tolerant of different ideas and customs. There are children in the school from a variety of ethnic backgrounds, all of whom are fully integrated into school life. There is no evidence of racism or sexism and both children and parents agree that bullying is rare. Children with special educational needs are accepted and looked after by their peers.

20. As part of the school's attempts to raise pupils' self-esteem and make them aware of their roles as members of a community, it provides opportunities for children to show initiative and take on responsibility, for example through the school council and prefect system. Children approach their duties proudly and thoughtfully. Other children are pleased to volunteer their help with classroom tasks or necessary jobs around the school, such as preparing for the morning Breakfast Club. As part of education for citizenship, children are encouraged to develop an awareness of the wider world outside school, so that a number of local and national charities benefit from their fund-raising efforts.

21. In spite of the fact that children like school, attendance figures were poor last year. Unauthorised absences are three times the number seen in similar schools nationally, mainly because some parents do not let the school know why their child is away. Figures for other absences are inflated by the number of children who are taken on holiday in term time, in spite of the school's efforts to discourage this, and also because some parents keep children at home without good reason. Figures are also inflated because a significant number of pupils leave school without giving notice and the school leaves pupils on the school roll until they arrive elsewhere. This situation has now been sorted out. Punctuality is also a concern, with too many children regularly arriving late. In the week of the inspection the attendance rate was 95 per cent, which is good.

HOW WELL ARE PUPILS TAUGHT?

22. Since the last inspection, the quality of teaching has been maintained: 93 per cent of all lessons observed were at least satisfactory, 46 per cent were good, 14 per cent were very good and two lessons could not be bettered. Three lessons were less than satisfactory and there were some weaknesses in some of the satisfactory lessons.

23. In infant and junior classes the teaching is good overall. However, this does not tell the full story. Good teaching was seen in Years 1, 2, and consistently very high quality teaching was observed in Years 5 and 6. In these classes the teaching is consistent and has a significant impact on pupils' learning, attitudes and standards. However, some weaknesses in teaching, mostly in Years 3 and 4, restrict pupils' development and slow their progress.

24. The quality of teaching of children in the Foundation Stage is satisfactory overall but there are weaknesses. The teachers in the nursery and reception classes are clear about the curriculum and children work to the six areas of learning. Whilst the nursery teacher has a good understanding of the activities needed for pupils, the short-term planning is not clearly in place to show what it is that children are expected to learn. In the nursery, the teacher and nursery nurse struggle with the large numbers of children who are new to school and arrive with very low personal and social development. Children find it very difficult to concentrate, and flit from task to task. Staff in nursery work extremely hard to manage children's behaviour, and have good relationships with them. However, this is often at the expense of direct teaching. The teacher has yet to establish clear classroom routines and effective organisation of resources due to the difficulties of the class behaviour.

25. Progress improves in the reception class: firstly, because the teacher and support staff create a purposeful working atmosphere and promote the good concentration and learning of the children; secondly, because the lesson planning shows clearly what is to be taught and learnt. It merges the different elements of the curriculum successfully into one topic. This ensures that children know what is expected of them in lessons and their learning is focused. In the reception class, the teacher makes effective use of structured approaches to enable children to learn letter sounds and words and to make very simple sentences. The teachers and adult helpers occasionally enjoy developing the children's speaking and social skills by joining them in role-play. The use of games and songs helps children's concentration and attention, and reinforces learning. Reading is valued and teachers promote a love of books through reading stories. Books are attractively displayed. Staff frequently praise children's efforts and achievements and this fosters their good confidence and learning. The teacher encourages children to share, to think about others and to develop their independence by choosing activities. There is appropriate emphasis on practical approaches, including constructive 'play' in water and sand, and on creative work. The Foundation Stage teachers are assisted well by good support staff.

26. Lesson planning is consistent and rigorous. It is detailed and linked closely to the medium-term plans. They share this information with the pupils, and use the final part of lessons well to recap on what pupils have actually learned. In infant and junior classes, teachers are usually clear in their planning about what they want their pupils to learn in lessons. They use the word WALT (What I am learning today) and WILF (What I am looking for) to remind pupils of the purpose of the lesson. Because pupils are clear about what is expected of them they conscientiously apply themselves to the learning. In two excellent lessons in Year 6, the teacher ensured that pupils were aware of the National Curriculum level at which they were working and what they needed to do to improve this. As a result, pupils had a good understanding of their own learning. This was not a consistent feature in other classes, however, and some good opportunities to involve pupils in their own learning were missed.

27. Teachers have worked conscientiously to implement the National Literacy Strategy and have received intensive support from the literacy consultants. Teaching and learning in English are good in the infants where teachers use a range of methods to teach early reading skills. A positive feature of English and mathematics lessons is the group work which is used well to develop pupils' language and vocabulary and supports pupils' social development. Teaching and learning range from excellent to unsatisfactory in the juniors. Many of the gains made in the infants are lost in Years 3 and 4 where the teaching lacks rigour and pace. In general the teachers' expectations of pupils are not high enough in writing. Teachers have worked hard to implement the National Numeracy Strategy and the teaching of numeracy is good. Number work is taught particularly well, and pupils enjoy the challenge teachers provide in mental mathematics sessions which start the lessons. These activities generate interest and enthusiasm and motivate pupils to make good progress.

28. The school makes good use of visiting adults. For example, the school's involvement in the EAZ has made an important contribution to the range and quality of pupils' experiences. The very positive stimuli introduced by the EAZ enhance learning and help to raise standards. For example, in Year 2 the pupils discussed the story of Jack and the Beanstalk with a visiting storyteller. Their lively and thoughtful contributions helped guide the story and describe the characters. In their study of Silas Marner, pupils in Year 6 extended their vocabulary and understanding by being in role and discussing the language to use in their play scripts. This supported pupils' cultural development very well. In physical education, very good teaching was seen in a Year 5 lesson led by two dance students from a nearby college.

29. In the better lessons which make up almost two thirds of all lessons, positive features of teaching include good relationships with pupils and high levels of teacher enthusiasm. Teachers use praise well to generate interest and involvement among pupils. Other positive characteristics of teaching include good questioning and clear instructions to aid learning. In lessons of the very highest quality, such as the English and mathematics lessons in Year 6, the teacher has very high expectations and a secure subject knowledge which helps pupils to move forward in their understanding. She chooses and uses resources well to motivate and inspire pupils. These strengths help to ensure that all pupils are fully involved in lessons and make good gains in learning.

30. Where the quality of teaching is lower (mostly in Years 3 and 4), the teachers' subject knowledge is not secure and the expectations of pupils are too low. In unsatisfactory and even in some of the satisfactory lessons the weaknesses include:

- work with too little challenge for the pupils' age and ability;
- teachers having difficulty in managing the inappropriate behaviour of some pupils, which spoils the lesson for other pupils. In the case of Year 4, this is largely due to pupils' disrupted time whilst in Year 3 that is taking time to correct. In other lessons judged to be satisfactory overall there are times when teachers do not check unsatisfactory behaviour rigorously and are prepared to accept standards that are too low;
- the pace of the lesson is not brisk enough. For example, in science lessons pupils are sometimes required to sit for too long before they work independently. Some of their tasks have little scientific focus. In some physical education lessons, too little time is spent on apparatus to consolidate learning and there is not enough use of pupils who are showing good practice to share their efforts with others.

31. A general weakness at present is the poor use of computers. This is understandable since a number of the better computers were stolen shortly before this inspection began.

32. The small numbers of refugee pupils who are learning English as an additional language are making good progress. With the support of learning assistants, they are fully included in all lessons. Other pupils readily help them and contribute to their learning.

33. The teaching of pupils with special educational needs is at least satisfactory, and sometimes good. This is because individual education plans and other targets are usually matched carefully to meet their precise needs, although some are not precise enough to enable pupils to make the best possible gains in learning. However, work is not always well matched to pupils' needs in subjects other than English and mathematics. Teachers use a wide range of strategies to motivate, involve and challenge pupils. Most teachers keep conscientiously maintained and regularly updated records to enable them to carefully track pupils' progress.

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

34. The school provides a satisfactory curriculum for its pupils in which all subjects required by the National Curriculum are represented. Planning shows that there is sound coverage of statutory requirements. Teachers use different methods, such as teaching the whole class, small groups and individuals to make sure that they teach all that is required. The curriculum places satisfactory emphasis on the development of speaking, listening, reading and writing skills within English, and number skills within mathematics. There are some good links between subjects, which help to make the curriculum more relevant for

pupils. The National Strategies for Literacy and Numeracy, and other government-funded initiatives, are embedded in the school's work. These are helping to ensure that the needs of pupils of different abilities are met effectively in English and mathematics to enable all to make at least sound gains in learning.

35. There are weaknesses in the curriculum, however, which prevent pupils from making the best possible progress. Learning opportunities in subjects other than English and mathematics are sometimes not structured carefully enough for pupils of different abilities. This results in teachers sometimes giving more able pupils work which is not challenging enough for them, and less able pupils work which is sometimes too difficult. There are too few opportunities for pupils to use and develop literacy, number and especially ICT skills through other subjects. Worksheets are sometimes overused as a resource for learning, which sometimes reduces pupils' levels of interest and involvement.

36. The quality and range of learning opportunities for pupils at the Foundation Stage of learning are inconsistent. In the nursery, there are often too many activities, which are not structured well enough to enable children to make the best possible gains in learning and give them a good start to their education. However, in the reception class, children take part in a wide range of planned and structured activities and experiences, to help them to make mostly good progress towards the achievement of the early learning goals.

37. The curriculum is soundly organised to meet the needs of pupils with special educational needs, enabling them to make satisfactory gains in learning over time. Work is almost always carefully matched to their needs in English and mathematics, which enables them to steadily develop their literacy and number skills, often with the help of high quality support staff. However, work is not always well matched in other subjects, and progress is more variable. Some pupils make slower than required progress towards the targets on their individual education plans because objectives are not precise enough and there are no rigorous time scales to secure their achievement.

38. A large number and range of visits and visitors, some as a result of EAZ funding, substantially enrich pupils' learning experiences. For example, pupils visit Eden Camp, Kirkstall Museum and Temple Newsom to help bring the curriculum to life for them. Visitors, such as musicians, artists and contemporary dance students from a nearby college, who worked with Year 5 pupils during the inspection, also extend pupils' learning. A satisfactory number and range of well-led clubs and activities appeal to the interests of pupils. Clubs, such as football, dance and recorders, are well supported and greatly appreciated by pupils.

39. Teachers make every effort in all lessons and activities that support the curriculum to ensure that the contributions of all pupils are valued and celebrated. Pupils with special educational needs take a full part in the life of the school. All pupils are learning to respect one another and support each other's learning, although a small number find this difficult. The school successfully provides learning opportunities for all pupils, whatever their age, ability, background or ethnicity, to help them make mostly satisfactory progress as they move through the school.

40. Teachers give very good emphasis to pupils' personal, social and health education, which underpins all learning. Pupils become good citizens by supporting local and national charities, such as Remembrance Day, earthquake appeals and Harvest donations. They learn to respect each other's points of view through discussions about issues which concern them, such as being kind and helpful. Pupils develop an awareness of the need for rules based on safety, protection and fairness, and most follow them. Teachers regularly give praise to enhance pupils' self-esteem and encourage them to do their best. Older pupils have special duties, which help to increase levels of initiative and responsibility. Sex education is

included in the school's health education programme, in line with agreed policy. Older pupils learn about the use and misuse of drugs. For example, Year 6 pupils engaged in role-play with their teacher to attempt to dissuade her as a twelve year old from starting to smoke, using powerful argument. The health education programme makes pupils aware of a healthy diet, hygiene and exercise for maintaining a healthy life style.

41. The community makes a very good contribution to pupils' learning. For example, there are established links with the fire service, the community policeman, local colleges and universities, and accountancy firms, which benefit pupils. There are satisfactory links with the many schools to which pupils transfer at eleven, which help to ensure a smooth transition for Year 6 pupils to their new school. Links with local primary schools and other educational establishments are very good. For example, teachers attend joint training and pupils benefit from occasional sporting fixtures and dance activities with the local family of schools.

42. The spiritual development of pupils in lessons is satisfactory. Assemblies led by the head teacher and local priest are good, and help develop spiritual awareness through stories and prayers. There are opportunities for pupils to reflect on life's experiences. Music is used appropriately to establish calmness as pupils enter and leave assemblies, although older pupils have few opportunities to experience the different moods of music. Class discussions enable pupils to understand feelings and emotions, and how they impact on others. Pupils begin to appreciate and respond to the beauty of the natural world, such as when Year 2 pupils observe Malakai the snail. There are too few opportunities for pupils in Years 3 and 4 to experience the joy and excitement of learning in lessons. However, Year 6 pupils were amazed when they viewed some of the contents of a mountaineer's rucksack and in Year 5 they were astounded to hear the whales' song.

43. The school promotes pupils' moral development well. All adults in school provide sound moral leadership, and give pupils a clear sense of direction about moral issues. All work hard and mostly successfully to reinforce good standards of behaviour, and to develop mutual respect and understanding. The school's system of rewards and sanctions is clearly understood and is usually consistently applied. For example, pupils receive awards and certificates regularly for effort, helpfulness and academic success. Class rules, agreed with pupils to ensure a high degree of ownership, are prominently displayed and most pupils follow them. This also helps to promote a moral stance based on right and wrong, good self-discipline and care for each other and their school. The positive approaches to the moral development of pupils result in mostly good behaviour and attitudes to learning. However, a small number of pupils have difficulty in following agreed approaches, although teachers do all they can to minimise the impact of inappropriate behaviour on other pupils' learning.

44. The school provides a good range of experiences to promote pupils' social development. All who work in school are good models of social behaviour because they show respect for and relate well to others. Assemblies are used well to establish collective moral and social values. Pupils are encouraged to work well together by taking part in special events, such as Christmas productions and celebrations in church, educational visits, and through group work in many subjects, for example, when pupils in Years 4 and 5 devised and performed dance activities in front of the whole school during the inspection. There is an active school council to help foster care and consideration among pupils, and to help develop greater ownership in their school. Teachers place good emphasis on developing initiative and personal responsibility from an early age. After-school activities enable some pupils to expand their personal interests and experiences.

45. The cultural development of pupils is good. The school celebrates the culture of the area through its good community involvement. There are links with local rugby and football clubs, which benefit pupils through coaching sessions. Pupils are given insight into previous

cultures, through studies of specific dynasties, such as the Tudors, in history. There is a satisfactory range of reading material to help make pupils aware of the richness and diversity of other cultures. Music makes a satisfactory contribution to the cultural development of pupils, despite its too low profile. For example, pupils experience the music of steel bands, Anklung (Tibetan music played on bamboo) and Indian music. Art makes a sound contribution through visits to an art gallery and through the work of artists, such as Mondrian, although non-European artists are rarely represented. Religious education makes a good contribution to pupils' cultural development. For example, pupils celebrate Diwali and learn about the Jewish faith, with good contributions from visitors, which enhance their learning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. Since the last inspection, the school has maintained its strongly caring environment where children are happy and feel safe. There are well-established arrangements to ensure the personal welfare, health and safety of pupils and the school has effective procedures to promote good behaviour and monitor attendance.

47. Health and safety is an important aspect of school life. There are proper arrangements for first aid and routine medical care, the building, grounds and equipment are regularly checked to make sure that nothing presents a hazard to children, staff or visitors and careful risk assessments are undertaken when children go out of school on trips. Staff pay meticulous attention to safe practices in lessons, such as physical education and science, and children are well supervised at all times. Appropriate procedures are in place for child protection and all staff have been suitably trained.

48. Because staff know the children very well, they are aware of individual needs and can immediately identify any change in attitude or behaviour that signals a possible problem. In their turn, children recognise the genuine care that staff show them, so they are confident to approach adults when they need help or sympathetic understanding.

49. The recently revised behaviour and discipline policy is based on the positive encouragement of good behaviour. Its principles are consistently applied by staff and effectively promote the good conduct that is the norm in most classrooms. Children understand what is expected of them and respond well. Although many are motivated by the chance to earn recognition through badges and stickers, the older children are developing a positive work ethic and an appreciation of the value of good behaviour for its own sake. There are several examples of children whose behaviour has improved significantly over the last few years, and who are now role models for the younger ones.

50. The recently revised systems for monitoring and promoting good attendance have resulted in some improvement in the overall figures since last year. A computerised marking system makes it easy to analyse figures and identify problems, while the work of the learning mentor in contacting parents, supported by the education welfare officer, has been beneficial in raising the profile of attendance in their eyes. However, much remains to be done to persuade parents that it is important for children to attend school regularly and to arrive on time.

51. Pupils with special educational needs are well cared for. Teachers consistently apply and carefully monitor the progress pupils are making towards achieving their targets. Regular reviews of pupils' progress help to ensure that work is suited to their needs. External agencies are involved as required and work well to help meet pupils' specific needs.

52. There is not yet a consistent system of planning to ensure that children build on their learning progressively as they move through the Foundation Stage. The co-ordinator recognises this as a priority for development. Assessment when children join the nursery has not been thorough. On entry to the reception class, the teacher assesses children's social, language and mathematical skills, using appropriate baseline assessment materials. The nursery and reception class teachers note children's achievements and create a range of records, some of which are good. However, they have not yet established clear systems for regularly assessing and recording each child's attainment and progress and using this information to plan the next step of their learning throughout the Foundation Stage or as children transfer into the infant classes. As a result, some daily activities are not always planned with enough attention to what individual children need to learn and this sometimes restricts their progress.

53. The assessment of pupils' learning in infant and junior classes is good. Progress since the last inspection is good. Teachers keep good records of pupils' learning in order to monitor and track their progress in the core subjects of English, mathematics and science. Subject co-ordinators monitor pupils' work and have a good knowledge of standards and know the strengths and weaknesses of the teaching and learning. There are regular assessment weeks when pupils' work is marked and examples kept for each pupil in their Assessment Books. The books enable subject co-ordinators and the head teacher to monitor standards and progress. There are annual tests for Years 3, 4 and 5 to give teachers a good idea of how well pupils are progressing. There is thorough analysis of the end of key stage tests, which give the school good information that is used to identify strengths in the teaching and curriculum provision. Reading records in the infant classes are good. They provide helpful information to enable the teachers monitor progress and provide support. The assessment co-ordinator is very knowledgeable and has a very sharp insight into the current practice and next stage of development that is needed to make the procedures and records even more valuable. Pupils' work is marked regularly. In the best practice the marking links to learning objectives, notes success and progress, and sets targets for improvement. This good practice is not consistent. There is some developing good practice, that involves pupils in understanding the expectations and success criteria for given pieces or units of work, that is having an impact on standards. The pupils enjoy this clear and focused evaluation of their work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. As at the time of the last inspection, the school continues to enjoy a positive relationship with parents, most of whom are pleased with what it offers to their children.

55. Most of the parents who completed the pre-inspection questionnaire or attended the meeting expressed their satisfaction with the school's achievements and their support for its continuing efforts to improve further. They agree that children like coming to school and are expected to work hard. All find the school approachable. Most believe that teaching is good and that the school is well led and managed. A significant number do not feel that the school offers an interesting range of activities outside lessons, or that they are told enough about how their children are getting on. A similar number do not think that the school works closely with them or that amounts of homework set are appropriate.

56. The inspection team agrees with the positive views expressed by parents, and finds the criticisms largely unjustified. The school offers a satisfactory range of extra-curricular activities, including a number of visits to places of interest, as well as visitors who come into school to enrich the curriculum. Information about pupils' progress is good. The school

makes every effort to work closely with parents, but is sometimes disappointed by their response. Homework is set appropriately according to the child's age group.

57. The school provides a good range of written information for parents. The prospectus, together with separate booklets for children starting nursery or main school, is attractively presented and written in a friendly, welcoming style that is easy to understand. These, and the governors' annual report to parents, contain useful, practical information that is relevant to all parents. A termly newsletter gives parents detailed information about topics to be covered in lessons, and through the reading diaries, homework diaries and homework planners, parents are able to keep track of what children are learning. Two formal parents' evenings each year allow parents to discuss their children's progress in detail, while many take advantage of the daily opportunities to speak informally with teachers about any concerns that may arise. School reports are detailed and informative. They tell parents what children know, understand and can do and give targets for improvement.

58. Parents of children with special educational needs are fully involved at every stage of the process from identification to annual review. Their opinions are sought when individual education plans are written. Communication with them is usually good. Links between home and school are regular and mostly constructive, helping to ensure that pupils receive mostly good support and make sound progress.

59. Very few parents came to the meeting prior to the inspection and there was a low response to the questionnaire, which mirrors the general picture of parental involvement in school life. Although the school welcomes parents, it has been disappointed at the small numbers who are prepared to come to specially arranged meetings, for example, to explain how literacy is taught. Attendance at consultation evenings is usually fair; parents of children with special needs come to review meetings and most parents are happy to support events involving the children themselves, such as Christmas concerts. Signed planners and reading records show that some parents are supporting their children's learning at home. Plans are in progress to offer adult education courses based at the school to encourage parents to develop their own interests and skills, with a view to giving more effective support to the way their children learn.

60. Before children join the nursery, teachers visit the parents and children at home and parents and children make a series of visits to school. In this way, the school begins to establish links with home. However, despite encouragement, no parents spend time in the nursery on a regular basis. The school should continue to encourage parental involvement in the nursery to promote the children's sense of belonging.

61. A small number of dedicated parents give valuable and much appreciated help in infant and junior classrooms and on school trips and these are the same ones who run the parent/teacher association, organising fund-raising and social events for the benefit of the children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The leadership and management of the school are very good and there have been good improvements since the last inspection.

63. The school is led very well by highly effective, enthusiastic and committed head and deputy head teachers. Together they provide a very clear educational direction for the school. Everyone shares a sense of common purpose and a desire to raise standards. This school

is a pleasant, well-ordered and happy community. The mission statement and aims of the school reflect this commitment and are central to school life.

64. The roles of co-ordinators have been developed well as a result of staff development opportunities but there are some areas which need to be further developed due to a lack of rigour and some staff absences. For example, English and science are led and managed very well; however, music is a weaker area. ICT has only just been taken over but there is already a clear vision as to how the school will develop the subject. Co-ordinator roles are now clearly defined with job descriptions and effective monitoring by the head teacher, deputy head teacher and a variety of consultants.

65. The leadership and management of the Foundation Stage are currently satisfactory but it is clear from the co-ordinator's planning that the school has the ability, support and commitment to develop this area further following substantial changes in staffing. The co-ordinator has monitored the reception class provision and the quality of education has improved significantly. However, whilst the reception teacher has benefited from the support of an advanced skills teacher, the newly qualified nursery teacher has struggled with a very difficult group and needs support. The crucial task is to ensure that the nursery and reception classes become more closely merged to form a specific Foundation Stage with clear guidance as to what is to be taught and how this will be achieved.

66. The school development plan is drawn up after full staff and governor consultation and it is a well-focused working document that enables the school to move forward. The governors provide good support to the school and there has been a clear improvement in their role since the last inspection. The governing body fulfils all its statutory duties. Governors have a good knowledge of the strengths and weaknesses of the school and are able to act as 'critical friends'. They review the school mission statement and aims on a regular basis to ensure that they are relevant to the school. Those governors with specific responsibilities are well briefed and meet regularly with their appropriate co-ordinators. Additionally, the governors have a very good understanding of financial matters because of the involvement of the school secretary who is a governor. The school now provides satisfactory value for money with lots of good features and this is an improvement on the previous inspection.

67. Issues relating to special educational needs are managed satisfactorily by the Year 4 teacher. However, there is not enough rigour in the management of this, which prevents pupils from making the best possible gains in learning. For example, the special educational needs' register is not well kept, although it is regularly updated. The special educational needs co-ordinator is not monitoring the quality and consistency of individual education plans written by teachers, which are unacceptably varied. Some targets on individual education plans are not precise enough and there are no rigorous time scales to secure pupils' development. However, support staff have clear roles and responsibilities, work well and are valued. They provide good, and sometimes very good, support for pupils with special educational needs.

68. The school has a satisfactory match of teachers to meet the demands of the curriculum and needs of the pupils. Within the staff there is very variable expertise. Staff new to the school are given very good support and help. The number of learning support staff is very good. They work very closely with the teachers and make a significant contribution to the quality of learning and the progress that pupils make. The school's strategy for evaluating teachers' performance and providing professional support is good. However, there are problems of maintaining stability because of teacher illness and absence and the difficulty of recruiting teachers with the appropriate skills and professional expertise. In the past two years 11 teachers have left the school and been replaced by 11 more.

69. The school's accommodation is adequate and is used efficiently to give pupils equal access to all resources. Significant praise is due to the relief superintendent who has done a fine job in providing a clean school. The classrooms are arranged on separate wings with shared areas. Any noise in the open plan areas can be disruptive to learning. The central hall is sufficiently large for physical education and other school activities. However, it serves as the access to all areas of the school so movement around can be disruptive to lessons in the hall. Outdoor facilities are satisfactory with hard surface play areas and grass. Several areas around the site have been developed to be attractive in a much industrialised setting. The school has provided a secure outdoor area adjacent to the nursery and has sufficient and appropriate equipment.

70. Resources for learning are satisfactory overall. There are adequate resources to support most areas of children's learning in the Foundation Stage. There is a good range of reading books and teachers' resources available for English, both to support literacy lessons and to promote pupils' reading. Resources for mathematics and science are of good quality and give good support for the planned programme of learning. In other subjects there is a variety in both quality and quantity; in art they are good, for design and technology there are some omissions. The provision of computers for the teaching of ICT is currently unsatisfactory because newly acquired hardware has been stolen.

71. Financial planning and control are very good. The head teacher and school secretary have established very effective systems to manage and to monitor spending. They provide the governors with regular statements of spending so they can monitor their budgets. The head teacher and governors are very careful to allocate spending to the school priorities in a way that maximises the value to the school. Specific funding for special educational needs is used very well to provide generous and effective support. Both the head teacher and the governors have a very good understanding of 'best value' principles and ensure the school achieves value for money in all its expenditure. Taking into account the standards the pupils achieve, the quality of teaching, the progress pupils make and the high spending on each pupil, the school gives satisfactory value for money, with many good features within this.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards and improve the quality of education the head teacher staff and governors should:

1) Raise the standards of all pupils, particularly in English, mathematics and science, by:

- raising teachers expectations of what pupils can achieve;
- ensuring that all teachers always provide sufficient challenge in the work that is set;
- making better use of assessment data so that work is more accurately matched to the individual needs of pupils;
(paragraphs 8, 91, 98)

and especially in English:

- raising teachers' expectations of pupils' writing so that from an early age pupils are encouraged to write independently;
- providing more opportunities for pupils to produce extended pieces of writing that represent a sustained effort. This extended writing should include conversation to develop interest and emotions, characterisation and powerful and interesting language describing how things happen in the story. Connectives should be used more consistently to improve to extend the sentences and meaning;
- reviewing the support programme for the average and below average pupils so they are heard to read as often as possible;
- placing a greater emphasis on the link between word and sentence level work and text level work within literacy lessons to improve the word building and word recognition skills of these pupils;
- developing a more consistent approach to the amount of time spent on the teaching of handwriting.
(paragraphs 6, 7, 9, 81, 83-85, 89)

2) Improve the teaching in Year 3, and to a lesser extent in Year 4 by:

- implementing an ongoing professional development programme, designed specially for these teachers, which focuses very clearly on the organisation of effective teaching and learning and the control of pupils' inappropriate behaviour.
(paragraphs 7, 9, 16, 23, 27, 30, 85, 87, 91, 93, 98, 100, 101, 105, 116)

3) Improve the planning and provision for children in the Foundation Stage by:

- providing routine and effective organisation for children in the nursery so that less time is wasted on class management;

- improving the environment in the nursery so that children can learn independently and improve their personal and social development;
- improving the joint planning and assessment in the nursery and reception classes. (paragraphs 13, 24, 36, 52, 65, 71-75, 77, 78)

4 continue to improve the attendance rate. (paragraphs 21, 50)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	6	20	11	3	0	0
Percentage	5	14	46	27	8	0	0

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

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)	11	187
Number of full-time pupils known to be eligible for free school meals	Not applicable	63

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	2	39

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	30

Pupils who left the school other than at the usual time of leaving
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26

Attendance

Authorised absence

	%
School data	8.3
National comparative data	5.4

Unauthorised absence

	%
School data	1.4
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			26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	77 (77)	85 (73)	81 (83)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 2 or above	School	81 (80)	85 (83)	85 (90)
	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	12	17	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	57 (60)	52 (68)	69 (72)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total			
Percentage of pupils at NC level 4 or above	School	41 (48)	59 (57)	59 (61)
	National	73 (72)	74 (74)	82 (82)

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

Please note. Where the number of pupils in each category falls below 10, the box is shaded.

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	194	11	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	7	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	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 – Y6

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	23
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	166

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	22
Total number of education support staff	0.5
Total aggregate hours worked per week	16

Financial information

Financial year	2001-2002
	£
Total income	561320
Total expenditure	570340
Expenditure per pupil	2744
Balance brought forward from previous year	5830
Balance carried forward to next year	-3190

Number of pupils per FTE adult	11
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	11
Number of teachers appointed to the school during the last two years	11

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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 20%

Number of questionnaires sent out	208
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	38	0	0	0
My child is making good progress in school.	50	30	5	0	7
Behaviour in the school is good.	36	60	2	0	2
My child gets the right amount of work to do at home.	29	45	19	0	7
The teaching is good.	43	50	5	0	2
I am kept well informed about how my child is getting on.	33	38	26	0	2
I would feel comfortable about approaching the school with questions or a problem.	60	40	0	0	0
The school expects my child to work hard and achieve his or her best.	52	45	0	0	2
The school works closely with parents.	26	50	19	2	2
The school is well led and managed.	45	40	2	0	12
The school is helping my child become mature and responsible.	43	48	0	0	10
The school provides an interesting range of activities outside lessons.	12	26	31	14	17

Figures may not add up to 100 per cent due to rounding.

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

71. Arrangements for children in the Foundation Stage are satisfactory. Children spend mornings only in the nursery. They attend the reception class full-time. Three year olds enter the nursery with very low levels of attainment overall, demonstrating skills substantially below those expected for their age in areas of personal, social and emotional development, communication, language and literacy. The nursery teacher, together with the skilled nursery nurse, focuses strongly on promoting children's development in these areas, but the children still make slow progress in them. The behaviour of many of these children is of serious concern and two members of staff struggle to provide an environment in which children can feel secure and motivated to learn. Despite the improved progress in the reception class, by the time they join Year 1 most children fail to attain the early learning goals expected for children of their age.

72. The quality of teaching in the nursery is satisfactory and in the reception class, it is often good. Teachers have a sound knowledge and understanding of how young children learn. Their planning satisfactorily incorporates the required areas of learning in both the nursery and reception classes. The reception classroom is organised thoughtfully to stimulate children's curiosity and encourage children to become independent learners but whilst all the activities in the nursery classroom are appropriate and well thought out, the environment is uninviting. Teaching is not as good as it was during the last inspection.

Personal, social and emotional development

73. Personal, social and emotional development is very low on entry. Children find it difficult to settle in the nursery and rather than quickly learning the classroom routines they want to 'mess around'. Teachers need to establish routines. The teacher and nursery nurse encourage children to put on their aprons for art and craft activities with a minimum of help from adults but many do need and ask for the help. Children are also encouraged to tidy up at the end of sessions but this is a time-consuming operation. Staff in the nursery consistently make their expectations of children's behaviour clear but most of these children are impatient and find it difficult to take their turn. In the reception class, children are well motivated to learn, settling to tasks and concentrating well for more extended periods of time. The teacher regularly reminds them of the class code and they behave well and handle books and equipment carefully. They share birthday cake and are encouraged to say 'thank you'. When moving around school, they follow instructions and are sensible and co-operative. Throughout the Foundation Stage, the teachers, nursery nurse and classroom assistant establish warm relationships with the children along with clear expectations of good behaviour. Equipment is accessible and children are encouraged to carry out tasks independently and sensibly. Teachers value each child's efforts and give lots of individual praise and encouragement which builds children's self-esteem and promotes their confidence in learning and in their relationships with others. Teaching in this area of learning is good but standards are well below the levels expected when children join Year 1.

Communication, language and literacy

74. Children enter the school with very limited language skills. Teachers plan many worthwhile opportunities for children to improve their communication, language and literacy skills. Children enjoy listening to stories and joining in with repeated phrases, as in *The Three Billy Goats Gruff*. On entry to the nursery, many children need much encouragement to

communicate in more than single words or gestures. Staff take every opportunity to promote children's communication skills. In the reception class, children continue to express themselves with increasing confidence and communicate their ideas simply, for example when they sit in a circle and discuss issues of interest. From their earliest days in school, children's interest in reading is encouraged by regularly taking home books to share with their parents. By the reception class, they are confident in handling books and the higher attainers recognise familiar words and are beginning to associate letters and sounds. Most are on the initial stages of reading and all enjoy 'sharing' a book. Teachers carefully prepare activities which stimulate children's interest and encourage writing; for example, children are keen to 'write' letters and lists. Higher attaining children write their own names and some are beginning to write simple words and phrases independently. Most hold their pencil effectively to make meaningful marks and understand that writing conveys meaning. Teachers maintain records of aspects of children's progress. However, they do not track achievements in communication, language and literacy thoroughly enough, nor do they use assessment information directly to inform the planning of future work to ensure that it provides enough challenge to move all children on further in their learning. Standards are well below the levels expected when children join Year 1.

Mathematical development

75. Throughout the Foundation Stage, children develop their sense of number, order and sequence through daily counting routines. For example, in the nursery they count the number of children present each day, count the number of milk cartons needed at break time and count the small plastic animals and recognise which are big and which are little. They learn colours, shapes and mathematical language well through topic-linked activities, such as creating collages using coloured paper squares, rectangles and circles. In the reception class, most children confidently count beyond ten. The teachers regularly introduce number songs and rhymes that successfully reinforce children's learning. Staff direct questions well towards individual children to promote thinking, for example asking the number of wheels to be found in a child's painting. However, there are not enough procedures in place for systematically observing, recording and updating what children know and can do as they move through the Foundation Stage, in order to provide detailed information on which to plan the next stage of their learning. This is currently a focus of attention. Standards are well below the levels expected when children join Year 1.

Knowledge and understanding of the world

76. Teachers successfully plan a satisfactory range of stimulating topics that enable children to acquire a sound knowledge and understanding of the world. For example, in a topic about 'Ourselves', children used their senses to touch, taste and smell gingerbread. Children have baked various items including 'Crunchy Frog' biscuits in their topic about animals and know how materials change when melting chocolate to make cornflake buns. Children learn about the properties of sand and water by handling and working with them. In the reception class, children build on their understanding through practical activities, such as planting seeds and watching them grow. They are interested in learning about the living world. Last term they particularly enjoyed visiting Temple Newsom Farm and they also meet visitors, such as the local fire fighters and police. Children have regular opportunities to use and become familiar with the classroom computer. They develop good levels of independence and by the reception class they demonstrate basic competence in a range of simple programs and confidently operate other forms of technology, such as the tape recorder. However, standards are well below the levels expected when children join Year 1.

Physical development

77. Children make satisfactory progress in this area of learning. Due to their low personal, social and emotional development on entry, many children in nursery tend to rush around and find it difficult to move around sensibly. Children in reception move safely and confidently in and around their classroom. The designated secure outdoor nursery area is used by both nursery and reception classes but, due to staffing numbers, there are no arrangements for children to move freely between indoor and outdoor play. However, both classes go out for 'vigorous' free play. The reception class children enjoy regular opportunities to be active in physical education lessons and they work on apparatus and develop satisfactory standards of co-ordination and balance. Within the classroom, teachers plan activities which satisfactorily promote children's physical development alongside other areas of learning. Children regularly choose to build models using a range of large and small construction materials and demonstrate sound manipulative skills. They also use paintbrushes and glue sticks confidently and appropriately. Standards are in line with the levels expected when children join Year 1 and teaching is satisfactory.

Creative development

78. Teachers provide opportunities for the children to enjoy musical activities, singing and joining in with action songs and number rhymes, often reinforcing their learning across other areas of learning. In the reception class children listened well to a piece of music by Mozart and explained the pictures that came into their mind; one child saw a fairy waving a wand whilst another heard a violin. Such opportunities promote effectively children's spiritual and cultural development. Children use clay and make simple models, such as pots or hand imprints, often reinforcing learning about festivals such as Diwali. They have frequent opportunities to draw using pencils and a satisfactory range of markers. They stick, print and use paints in various ways, often related to topics. Staff prepare art and craft resources well so that they engage children's interest. However, whilst teachers' planning gives a clear idea of activities to be carried out, it does not consistently specify what the children are to learn or how this is to be assessed. Standards are well below the levels expected when children join Year 1 and teaching is satisfactory.

ENGLISH

79. Pupils enter school with poorly developed language skills and make satisfactory progress through the Foundation Stage.

80. Given the very low level of language when pupils enter school, the planned programme and the many opportunities developed for pupils to speak and listen are helping to raise standards. Standards in speaking and listening by the ages of seven and eleven have improved quite significantly since the last inspection but remain below national expectations. Teachers extend pupils' thinking and knowledge through skilful questioning. Pupils speak confidently and give considered and interesting answers. They enjoy discussion and conversation with adults and each other. Pupils in the junior classes use an improving level of detail and description when answering questions and discussing their work. Their vocabulary is still below the average and this restricts their overall standards. Pupils in Year 1 listened and spoke confidently to ask questions and describe the details of a barn owl they were observing in an art lesson. In Year 2, the pupils discussed the story of *Jack and the Beanstalk* with a visiting storyteller. Their lively and thoughtful contributions helped guide the story and describe the characters. In Year 5 pupils read poems about whales and searched for the appropriate language to use similes and metaphors in response. In their study of *Silas*

Marnet by George Elliot, pupils in Year 6 extended their vocabulary and understanding by being in role and discussing the language to use in their play scripts. There are groups of boys who find this aspect of their work difficult and make little or no contribution during the lessons.

81. Overall standards in reading are below average for pupils aged seven. The books they read are well matched to their ability. Above average pupils enjoy reading, read fluently and interest the listener, making appropriate use of expression. They use speech marks, question marks and exclamation marks as well as full stops in their reading. In literacy lessons in the infant classes, teachers use a range of methods to teach early reading skills and pupils experience a variety of texts. The pupils have good recall of the story *The Three Little Pigs* and the sequence of events as well as why the houses blew down. The part of literacy lessons set aside for working with groups of pupils is used intensively to develop language and vocabulary. Support assistants play an important role in this part of the lesson. Most teachers use guided reading well. The home/school reading programme is established and the teachers are very aware of pupils who do not read as often as they should to practise and make progress. Some average and below average pupils are not heard to read so regularly. In Year 6, the higher attaining pupils read more complex books, like the C.S Lewis series and they read fluently and expressively. However, the reading of most pupils is below average. The reading books are well matched to their ability, helping them to develop fluency. They correct their own errors, but the texts used are not of the level expected for this age group. They find it difficult to use the sounds of words and other word building skills to help them work out a new or less common word and its meaning. Most pupils read at a higher level than their writing ability would suggest. The emphasis on the word and sentence level work needs to be more closely linked to text level work within literacy lessons to improve the word building and word recognition skills of these pupils. When discussing books pupils can remember the details of the story but few can recall a number of authors or the titles of favourite books. In general, pupils were confident about using the index and the contents pages to locate information in books and using them for their own research.

82. Many pupils do not enjoy reading but are responding to the many ways teachers try to engage them in reading, for instance in reading aloud as part of the dance performance. Pupils enthusiastically respond to inspirational teaching when reading the challenging text of *Silas Marner*. The subject plays an important part in the pupils' spiritual, moral, social and cultural development through the range of texts and books used. The contribution of drama and story helps the pupils to question and understand characters and their lives.

83. The standard of written work of the current seven and eleven year olds is below national expectations. Teachers develop pupils' handwriting in the infant classes, so that by Year 2 they use a competent printed script, and above average attaining pupils produce mainly correctly formed letters. About half the pupils can write at least a few simple sentences by themselves to set out instructions of how to clean your teeth or retell a story such as *Can't you sleep, Little Bear?*, using words such as 'lantern' and 'cupboard'. The spelling of most common words is developing towards the expected standard and pupils attempt unfamiliar words using their ability to sound out individual letters and groups of letters represented in words. By Years 5 and 6 pupils write legibly, but there are still many pupils who print. There is a useful range of writing, including stories, personal accounts and prayers and through links to other subjects. They write, for example, poetry about whales and reports of their visit to Leeds Art Gallery.

84. There are very few examples of quality work that is the result of sustained and extended writing. There are no examples of extended writing that includes characterisation, with powerful and interesting language describing how things happen in the story. Connectives are not used consistently to improve or extend the sentences and the meaning,

although there are good examples of this in Year 6. Stories lack conversation to develop interest and emotions. Spelling and the use of grammatical structures are developing satisfactorily in Years 5 and 6. However, standards in Years 3 and 4 are unsatisfactory because of low expectations and unchallenging work. There are a number of boys in Year 4 who have attained very low standards in reading and writing. Across the school, however, the most significant weaknesses in pupils' writing lie in the lack of consistency of teaching and the lack of challenge to improve. There is a consistent approach to the teaching of handwriting but teachers are inconsistent in how often it is taught. The handwriting books of some classes have only a few examples of being taught how to write a joined-up script and many have produced an unacceptable amount of written work. The play scripts written by Year 4 pupils after being really motivated to write by the visiting storyteller using the story of Rama and Sita, were of an unsatisfactory standard. In contrast the quality of presentation and use of language by Year 6 pupils, also writing play scripts, was of a much higher standard.

85. Progress in reading in the infant classes is good, with the number of pupils achieving the expected level matching the national average and exceeding the average in similar schools. In writing, progress is evident over time across the age group but it is often insufficient compared to the national average although it matches the progress in similar schools. The progress of pupils in the junior classes is too variable. After a good start up to the age of seven, progress slows and standards fall in Years 3 and 4. Progress improves quickly in Year 5 and accelerates in Year 6 but there are difficulties in overcoming the time lost in the lower junior classes. There is progress over time and pupils' writing develops from the very low skills they have on entry. However, there are few examples of writing that engage the reader with the rich use and development of language that represent the challenge and development that some pupils are capable of. The poems in Year 6 of *The Weight of the World on his Shoulders* are good and demonstrate the standards that pupils can produce. Teachers need to continue to improve their approach to teaching writing skills within literacy lessons, using both shared and guided writing, as well as extended writing at other times, to help raise standards. Pupils are beginning to use more complex sentences and use basic punctuation accurately. What they lack are the skills and knowledge to use in a range of writing that will engage the reader with an imaginative and often adventurous choice of words and the use of punctuation to clarify meaning. Some teachers promote pupils' literacy skills well in other subjects, such as history and geography, but this good practice is not consistent across the school.

86. Pupils with special educational needs have good support from teachers and learning support assistants, and make progress at the same pace as other pupils in their class. The small numbers of pupils who are learning English as an additional language are making good progress. They are fully included in all lessons and receive carefully planned support from the learning assistants. Other pupils readily help them and contribute to their learning.

87. Teaching and learning in English are good in the infant classes. In the junior classes the teaching and learning varies from excellent to unsatisfactory but is good overall. Teachers have worked conscientiously to implement the National Literacy Strategy and have received intensive support from literacy consultants. The gains and progress made from the good teaching in the infant classes are being lost by the weaker quality of teaching in the lower junior classes where the teaching lacks sharpness, rigour, challenge and pace. In Years 5 and 6 the teaching is consistent, varying from good to excellent and has a significant impact on pupils' learning, attitudes and standards. The management of pupils is also variable. When the teaching is good or better then pupils apply themselves to the learning conscientiously. When the teaching is unsatisfactory, the lesson does not follow the format recommended by the National Literacy Strategy and the work expected of the pupils has too little challenge for their age and ability. In general the teachers' expectations of pupils are not high enough in writing. Based on the scrutiny of work, this is especially true in Year 3.

Teachers are usually clear in their planning about what they want their pupils to learn in lessons. They share this information with the pupils, and use the final part of lessons well to recap on what pupils have actually learned. This is not a consistent feature of all the literacy lessons, however, and some good opportunities to involve pupils in their own learning are missed. Teaching is, nevertheless, more successful in some classes than it is in others. The reasons for this relate to the varying pace of pupils' learning and teachers' differing expectations of their pupils. In the one unsatisfactory lesson in Year 3, for example, the teacher had difficulty managing the inappropriate behaviour of some pupils, and this spoilt the lesson for other pupils. In other lessons judged to be satisfactory overall there are times when teachers do not check unsatisfactory behaviour rigorously and are prepared to accept standards that are too low.

88. Procedures for assessing pupils' attainment are generally good. The policy and procedures for assessment have improved since the last inspection. In the infant classes the assessment of reading is good. There is regular assessment and monitoring of progress using an agreed format. There are detailed portfolios of work for each pupil that show how the examples are marked and progress is monitored. Other records show pupils' progress against the main objectives of planned learning. Marking of pupils' work is variable. There is some very good and excellent practice that needs to be developed across the school to help raise standards. The use of group and individual learning targets is having an impact on pupils' attitudes as they begin to understand their own learning and the criteria for success. Homework is given weekly and teachers have good records of any pupils' response and success.

89. Leadership and management of this subject are very good. The subject leader has had good training to lead the development of the National Literacy Strategy effectively. She is knowledgeable and confident to lead the subject forward. Her contribution over the last year has led to a more consistent approach and to improvement of resources. Resources for reading are good although there are some books that are now worn or out of date. They are well organised and carefully structured. The different strategies introduced by the National Literacy Strategy, such as Additional Literacy Support and Early Literacy Support, have been carefully implemented. The co-ordinator is fully aware of the strengths and weaknesses in the teaching and learning of reading and writing. The involvement of the EAZ has made an important contribution to the range and quality of experience the pupils have. Where the teaching is good and able to use the stimuli, introduced by the EAZ, to improve learning then the impact is helping to raise standards. The amount of improvement since the last inspection is satisfactory in the development of handwriting but more needs to be done to improve presentation.

MATHEMATICS

90. Standards in mathematics have improved since the last inspection and pupils are now working much closer to the nationally expected levels for pupils aged seven and eleven. Especially good teaching across Years 5 and 6 and the booster classes in Year 6 are helping to raise standards in the juniors. The infant test results seem unlikely to reach the national average this year because the attainment on entry to the school is so low. However, the majority of pupils in Year 2 do work in class that shows that standards are similar to those of most seven year olds, especially in number and calculation, again because of effective teaching. However, although the pupils are working around the expected level, very few pupils are on target to achieve the level 3 and this depresses the standards overall.

Nevertheless, the majority of pupils continue to learn at a good pace in Years 1 and 2. By the end of the infants, pupils have a good recall of number facts, often including money, because

teachers give them the opportunity to practise this often in a host of different ways. Pupils have a sound understanding of two and three-dimensional shapes. They can count the faces, corners and edges of an object and describe whether it rolls or not. They have a growing understanding of time and recognise o'clock, half past, quarter to and quarter past.

91. Pupils' progress is variable from Year 3 to Year 6, although satisfactory overall. Whilst rapid progress is evident in Years 5 and 6, it is much slower in Years 3 and 4 where teachers' control and expectations are not as high as they should be. By the age of eleven, pupils can work out complex calculations, such as long multiplication using two and three digits and use doubling, halving and rounding as appropriate techniques to solve problems. In Years 5 and 6 in particular, pupils are developing well their understanding of mathematical vocabulary such as 'axis', 'multiple' and 'co-ordinates' and use signs such as '<' and '>' with confidence. Older junior pupils are encouraged to make sensible estimates and to check their answers. As a result, pupils are growing in their confidence with the wider aspects of problem solving, seeking a pattern, investigating, reasoning, and thinking logically. Consequently, higher attaining pupils are doing well to reach the peaks of achievement that are possible. A current weakness is the lack of opportunities for pupils to apply their mathematics to other subjects.

92. The teaching of mathematics is good across the school. Teachers' good understanding of the principles behind the National Numeracy Strategy is making a significant difference to standards. The well-structured lessons start with a mental arithmetic session followed by a well-focused main teaching activity. In the main part of the lessons, teachers make sure that the pupils understand and know what to do. For example, a very clear explanation by the Year 6 teacher of how to calculate mean, median and mode enabled pupils to follow her step-by-step instructions and they were able to do the work. She used very high quality questioning to draw out the level of pupils' understanding and at the same time valued every pupil's contribution, even if incorrect. By saying "This is a level 3b question, come on groups 1 and 2, we want to be at 4c", the teacher makes sure that pupils understand how well they are doing and what to do to move on. Teachers also recognise the need for a variety of teaching approaches within lessons so that the pupils stay alert and interested. For instance, the teacher in Year 1 made excellent use of the first 20 minutes during which pupils practised counting on in tens and fives and then moved on to estimating and recording. Pupils stayed alert throughout and learned well. In some classes the challenging group activities are used very well to promote pupils' social development. They share ideas well and co-operate very well together. A disappointing feature of most lessons at present is the lack of ICT. The incorporation of ICT into lessons would be useful because teachers could use suitable computer programs that fit the lesson objectives and consolidate pupils' learning. The theft of computer equipment is a major reason for this lack.

93. All teachers set work at three levels of difficulty. As a result, pupils with special educational needs and those who find mathematics difficult make at least as good progress as the rest of the year group and sometimes better. Teaching assistants make a valuable contribution to lessons by supporting individuals and groups well because they know and understand what pupils are to learn. However, work scrutiny in Years 3 and 4 shows that teachers do not always set tasks that are at the highest level of challenge, and sometimes tasks are too difficult for lower attainers. Springboard sessions in Years 4 and 5 are used to support a number of lower attaining pupils by providing additional lessons to reinforce their learning. Pupils for whom English is an additional language receive effective support. They make good gains in confidence and competence in their mathematics and in their capacity to cope with problem solving at an appropriate level. Teachers are sensitive to the needs of individual pupils and ensure they include them all in classroom activities. There are no consistent variations in the progress of pupils of different gender, background or ethnicity.

94. Teachers assess pupils against what pupils of their age are expected to know and do and record their attainment carefully. They also measure what individual pupils understand during lessons. A portfolio of pupils' work has been started but is outdated and requires needs further attention. Whilst the assessment of pupils' work is highly effective in some classes, in others pupils' records do not show in detail what it is exactly that pupils find easy. Consequently, although different work is set for different attaining groups, it is not always challenging enough to take them onto the next stage quickly enough. Teachers in some classes do, however, set specific mathematical targets for individuals and groups of pupils so that pupils are clear about what they need to do to improve. Marking often contains positive comments, but only in the Years 5 and 6 do teachers regularly point out to the pupils how their work can be improved.

95. Pupils' attitudes to mathematics are good across both key stages. Most pupils are keen to become involved in the mental sessions that begin numeracy lessons, participating with both enthusiasm and enjoyment. They usually work well on their set tasks showing good concentration. Most listen well during the final recap of the lesson, confidently telling other pupils what they have done. A very positive attitude was shown by a group of targeted Year 4 pupils (along with a small number of Year 3 pupils) who attended a lunchtime mathematics session run by five adult volunteers including the secretary. Pupils thoroughly enjoy playing the mathematical games which consolidate their learning and motivate them well.

96. The subject is satisfactorily led and managed by a subject co-ordinator who has good subject knowledge. She copes well with the significant workload involved in giving advice and support to colleagues, and that is partly why the implementation of the numeracy strategy has been so successful. Much of the overall monitoring of teaching and analysis of assessments is completed by the head teacher and the numeracy consultant. They identify gaps in pupils' learning, as they did last year when they discovered that pupils' understanding of word problems was an area of weakness. Teachers have now introduced more of these to deal with the issue. They have monitored teaching in the past but have not done any lesson observations this year, so that with recent staff changes their knowledge of what is happening in classrooms is a little out of date. This makes it harder for them to be certain about the current strengths and weaknesses of teaching and how best to approach raising standards in the subject further.

SCIENCE

97. Standards are below national levels by the end of Years 2 and 6. However, progress for most pupils is good as they move through Years 1 and 2, and is satisfactory, overall, as they move through Years 3 to 6. This is because:

- the leadership of science is very good, with the new co-ordinator establishing, and beginning to implement rigorously, a clear programme for its needed development;
- the quality of teaching and learning is at least satisfactory through the school;
- planning indicates that all required areas of the curriculum are covered, with investigative science given sound emphasis;
- class targets are helping to overcome identified weaknesses;
- teachers mark pupils' work carefully, giving much encouragement and praise, and sometimes suggesting to them what the next step is in their learning;
- teachers assess work to ensure coverage of National Curriculum requirements;
- the subject has quite a high profile in displays around the school, which helps to raise pupils' awareness and enables them to slowly acquire a scientific vocabulary.

98. Weaknesses are evident, however, which prevent pupils from making the best possible gains in learning. Progress for all pupils is not as good throughout Years 3 and 4 as it is for pupils in Years 1, 2, 5 and 6. This is because the teaching is not as good in these years, with insecure control strategies, slow pace and low expectations slowing progress. Some pupils in all classes, especially lower and higher attaining pupils, do not always make the best possible progress because tasks are not matched well enough to their different needs. The structure, through which the curriculum is implemented, has not yet been matched to pupils' precise needs to help them to make the best possible progress. Teachers do not assess the development of important scientific skills as pupils move through the school, although this has been identified for development. They sometimes over-direct scientific investigations, which prevents pupils from planning, implementing, recording and evaluating in different ways for themselves. Pupils sometimes engage in unnecessary colouring and copying tasks, which do not extend understanding. The development of writing, number and ICT skills is not given enough emphasis in science.

99. Despite these weaknesses, progress is sound for many pupils in their acquisition of scientific knowledge and understanding as they move through the school. Pupils with special educational needs make similar progress to most other pupils, especially when directly supported and when work is matched to their precise needs. By the end of Year 2, pupils recognise and name external parts of plants, using suitable vocabulary. They start to describe similarities and differences between natural and man-made materials. Pupils in Year 3 find out how the sun's position apparently changes during the day, and what happens to the length and direction of shadows. Pupils in Year 5 discover through investigation whether our bones need calcium to be strong. By the end of Year 6, pupils discover how to separate insoluble solids from liquids by means of filtration and that some solids dissolve in water to produce solutions. They learn how light travels from a source to reach our eyes and represent this through the use of diagrams. Pupils understand that scientific ideas are based on evidence, but they do not present observations and measurements in a sufficient range of different ways, and lack confidence in carrying out scientific investigations without support.

100. Teaching is at least satisfactory as pupils move through the school. However, during the inspection good teaching was seen in Years 1, 2, and 5, and very good teaching was observed in Year 6. Positive features of teaching include good relationships with pupils, high levels of teacher enthusiasm, good choice and use of resources, which reinforce learning, purposeful and regular questioning, brisk pace and secure subject knowledge which helps pupils to move forward in their understanding. These strengths help to ensure that pupils are fully involved in lessons and make mostly good gains in learning. However, some weaknesses in teaching, mostly in Years 3 and 4, restrict pupils' development. For example, pupils are sometimes required to sit for too long before they work independently, and are required to complete tasks which have little scientific focus. This prevents time from being used to best effect to secure pupils' scientific development.

101. Attitudes to learning are mostly good in Years 1, 2, 5 and 6. Pupils responded very well in the Year 6 lesson seen. However, in Years 3 and 4 attitudes to learning range from satisfactory to unsatisfactory. This is because teachers do not always control pupils who display challenging behaviour well enough to ensure that they maintain concentration and involvement. This adversely affects their learning, and sometimes the learning of others.

ART AND DESIGN

102. The attainment of seven year olds is similar to those expected for this age group, although there are examples of work of a higher standard. In Year 1, pupils draw confidently

and use line successfully to give shape to their drawings, as, for example, when they were asked to draw a barn owl. They drew confidently and used line successfully to give the owl shape and form. Other pupils in the class were mixing paint to match the colours of autumn. They used the spatulas very carefully to transfer the paint from pot to pallet and used their knowledge of primary colours to mix orange, reds and greens. The resulting paintings showed the pupils' lack of skill in mixing paint successfully for it was far too thin and watery when applied to the paper. Prints of the artists Matisse and Miro were used to motivate the pupils in Year 2 to revise how to mix paint and change the colour and tone. They then used the prints as a stimulus to explore different media and explore the use of colour and produce work on a similar theme. The results were good.

103. Standards by the end of Year 6 are in line with national expectations but they vary through the junior classes. Pupils in Year 3 used their pencils to draw the shape of two of their class who acted as models. The drawings were too small, restricted by the size of the paper provided, to give scope for the use of different lines that would add tone and light to the shapes. When the pupils painted the small figures the detail was lost and the results were unsatisfactory. Year 4 pupils explored the idea of designing chairs. They used their pencils confidently and a small number of pupils had good ideas as well as the skills to represent the ideas from different angles. However, far too many pupils do not work to a standard expected of pupils of this age. In Year 6 there is some good work in paint and in other media, including embossing a thin metal to give pattern and form.

104. Pupils illustrate ideas or learning in other subjects that are exciting and carefully drawn and coloured, for instance in design and technology when planning a wheeled vehicle and in religious education when recording the artefacts seen in a church. However, there are many examples that are disappointing and represent low standards and low expectations. The pupils have many opportunities in the curriculum for art and produce work that is pleasing and stimulating, both to the pupils who are involved and to those who see it on display around school. A visiting artist helped to develop large collages using fabrics to represent a time line and the school mission statement. A group of pupils visited Leeds Art Gallery to see the work on display. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development. There are opportunities to study the beauties of the natural world, for instance fields of poppies, as well as the art of other cultures in Europe and Asia.

105. Only three lessons were observed during the inspection but work from all year groups was scrutinised. Teaching in the infant classes is good. It is much more variable in the junior classes. Teachers in Years 3 and 4 fail to build on the skills and techniques developed by the younger pupils. Where the quality of teaching is lower the teachers' subject knowledge is not secure and the expectation of pupils is too low. In Years 5 and 6 standards are nearer to those expected because the teachers have better control and discipline so that pupils apply themselves better and have a clear understanding of what is expected of them. The school's planning for the subject follows the national guidelines and covers all aspects of the subject systematically. Pupils, including those with special educational needs, make satisfactory progress because the scheme of work provides a good structure for teachers to follow. All pupils are included and those pupils learning English as an additional language receive good support from learning assistants.

106. Pupils' attitudes and behaviour vary. When the teachers explain the task clearly and motivate the pupils to concentrate and remain focused, attitudes and behaviour are often good. When the teachers are not confident in the subject knowledge and the purpose of the work is unclear, then groups of pupils are restless, waste time and are disruptive. Groups of boys often lack confidence and need skilled teaching to help them complete the work.

107. Classrooms are well organised for art work and resources are good for all aspects of the curriculum. The management of the subject is good. The co-ordinator has a good understanding of the curriculum and the current provision. Every attempt is made to enrich the curriculum and stimulate the pupils. There is planned progression to teach the knowledge and key skills of the subject. A portfolio of pupils' work is kept and used to monitor progress and standards. Art work is valued by the school. The development of the curriculum and the developments in monitoring and assessment show the school has made satisfactory progress since the last inspection. The school now needs to understand the value of sketchbooks and begin to use the time available to develop skills more systematically so that pupils can consistently achieve a better standard.

DESIGN AND TECHNOLOGY

108. Overall the standards in design and technology are in line with national expectations by the ages of seven and eleven. Only part of one lesson was seen during the inspection, but pupils' work was examined, teachers' planning and other documents were scrutinised and the subject leader was interviewed. There was insufficient evidence, however, to make a firm judgement about teaching throughout the school.

109. The school's policy and scheme of work provide for good coverage of the subject with a wide range of opportunities using different skills and materials, including food. There are appropriate links to other subjects that give an interesting context for learning.

110. All the teachers plan for the subject in their medium-term plans. Over the year pupils are given the opportunity to use a range of materials along with the appropriate tools to cut and construct as well as time to design and amend their ideas. Year 1 used fabric and paper to make the faces of the characters from the story of the *Three Little Pigs*, whilst Year 2 designed and made simple puppets of the same characters from fabric, paper and wood. Pupils in Year 5 are studying food packaging in a good link to science. Year 6 are looking at survival in mountains and designing an emergency mountain shelter. They are looking at the different materials available such as aluminium foil and waterproof fabrics as they begin their plans. For different units of work linked to other subjects, for instance science and history, there are well-chosen opportunities to use more resistant materials, using saws, knives and glue to design and make.

111. Pupils, including those with special educational needs, make satisfactory progress because the scheme of work provides a good structure for teachers to follow. The subject leader has a sound understanding of the subject and has ensured the scheme of work is suitably resourced. She monitors the use of resources and replaces the different materials as required. Currently all the units of work are carefully planned with the relevant resources carefully boxed. Some of the units are not yet fully resourced but the co-ordinator is well aware of the deficiencies and does her best to provide relevant materials within the confines of the budget.

112. There has been significant improvement since the last inspection. The policy and scheme of work follow national guidelines with carefully planned amendments and the subject now has its just place in the curriculum. There is a good balance between designing and making. More time is allocated to the subject although teachers still find it difficult to give it full value. The planned improvements to assessment, and the monitoring of key skills, knowledge and understanding, will facilitate a more consistent approach to the subject.

GEOGRAPHY

113. Standards in geography are below national levels by the end of Years 2 and 6. However, progress is satisfactory in some areas of the subject as pupils move through the school. This is because:

- the subject is securely represented within the school's curriculum, with local geography and the teaching of mapping skills given good emphasis;
- the leadership of the subject is satisfactory, and there are clear plans for its continued development;
- there are consistent approaches to assessing pupils' progress as they move through the school to ensure that National Curriculum requirements are met;
- resources are used well to support learning in some areas, such as in Year 5 where geography is especially well represented and pupils make good gains in learning.

114. However, weaknesses exist, which prevent pupils from making the best possible progress. There is limited systematic monitoring of planning, pupils' work or teaching and learning to help the co-ordinator gain the best possible overview of the subject. Mapping skills, although well represented, are not always taught in logical sequence – for example, in Year 3 world maps are introduced too early – and their development is not assessed as pupils move through the school. Work is rarely matched to pupils' precise needs to ensure that they make the best possible progress. Links with ICT are few, and require development, and there are some resource deficiencies, such as globes. Some teachers allow pupils to colour and shade extensively, which rarely extends their geographical understanding.

115. However, pupils make some progress in the development of mapping skills, and gradually acquire geographical knowledge and understanding. By the end of Year 2, pupils design their ideal playground, begin to identify features on maps of the local area and draw and interpret plans of their classroom. Year 4 pupils mark towns and cities, locally and further afield, on an outline map of the United Kingdom. They compare and contrast features of Chembakoli, an Indian village, with their own locality. Pupils in Year 5 start to distinguish between weather and climate, discover how to use the Beaufort scale to measure wind strength, and learn other methods meteorologists use to collect information. They learn about the water cycle and complete a daily weather forecast, in a good link with literacy. They study the *Wetherby Gazette* as a means of increasing their knowledge and understanding of local place names, and subsequently locate places they have found on a map of the area. By the end of Year 6, pupils use world atlases to locate mountainous areas and consider needs on a mountain quest, but lack knowledge about the location of British mountains, such as the Pennines.

116. Teaching and learning in geography are satisfactory. However, good teaching was seen in Years 5 and 6 during the inspection. Good features of teaching seen include good choice and use of resources, secure subject knowledge, good preparation, good use of questions to help develop understanding, and regular use of encouragement. These features help pupils to make good progress and ensure that they display good attitudes to learning. However, the teacher did not know how to control the children and a slower than required pace led to high noise levels in Year 4, which slowed the rate at which pupils learn and lowered levels of interest and involvement.

HISTORY

117. Standards in history are below national expectations by the end of Years 2 and 6. However, pupils, including those with special educational needs and those for whom English

is an additional language, make sound progress in developing their knowledge and understanding of events, people and changes in the past as they move through the school.

118. This is because:

- planning shows that history is appropriately represented within the curriculum;
- the subject is soundly led, and there are clear plans for its continued development;
- there is a portfolio of pupils' work and a consistent approach to recording coverage of requirements, which help teachers assess progress as pupils move through the school;
- there is a satisfactory range of resources, which are tidily stored and easily accessed, to help extend pupils' learning;
- visits and visitors enrich the curriculum, are used well to develop important skills, and help bring the subject to life for pupils. For example, a visit to Kirkstall Abbey Museum by younger pupils enabled them to compare old and new toys;
- history is communicated in different ways, such as through story, picture and diagram, to increase motivation among pupils;
- most teachers mark pupils' work carefully, which helps them to develop understanding;
- displays in the classroom are used well to motivate pupils, especially in Years 1 and 2.

119. By the end of Years 2 and 6, pupils show understanding of events and people they have studied, but to levels which are below national standards. For example, Year 2 pupils discover why the Great Fire of London spread so quickly and where people sought refuge. They learn that Samuel Pepys recorded events in his diary, and that this record provides first-hand evidence of what happened. They learn how Florence Nightingale helped wounded soldiers in the Crimea, and in a link with geography, find out about the route taken from England. Pupils in Years 3 learn about the Viking invasion and settlement of Britain. By the end of Year 6, pupils discover the extent of the German Empire in 1939, find out about Anderson shelters and learn of the impact of air raids on wartime London and Leeds.

120. Weaknesses exist which prevent pupils from making the best possible progress. There are few arrangements for the co-ordinator to regularly monitor teaching and learning to enable her to have the best possible grasp of the subject's strengths and weaknesses. Some tasks involving colouring and copying do not extend pupils' historical understanding. Work is rarely matched to pupils' precise needs to enable them to make the best possible gains in learning. Links with ICT are under-represented, although this has been identified as an area for development. There are missed opportunities to develop literacy skills through the use of extended historical writing, except for the oldest pupils. More historical objects are needed to help bring the subject to life.

121. Teaching and learning are satisfactory in both key stages. Positive characteristics of teaching include secure subject knowledge, good questioning, clear instructions to aid learning, and an enthusiastic approach. Other good features are good use of praise, which helps to generate interest and involvement among pupils, and good use of resources to help improve understanding. Weaker features of teaching seen during the inspection include not using time to best effect to secure learning and giving tasks to pupils which have little historical focus. The leadership and management of the subject are satisfactory overall although there are weaknesses in the monitoring and evaluation of standards and teaching.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

122. The school has made satisfactory progress in ICT since the last inspection. However, it has not been able to consolidate its position during this academic year following the theft of

a number of new computers and a variety of software. This has happened before! A high level of investment in both equipment and staff training has been planned for next term. The quality of teaching has improved, although some staff are still a little tentative when faced with new situations or technical difficulties. Class teachers now teach specific lessons to develop the skills laid down by the school's programme of work. As a result, pupils are beginning to develop their skills in a logical and systematic order. This is having a really good impact on the younger pupils. At the time of the last inspection, standards in ICT were below national expectations at the end of the infant classes and well below national expectations at the end of the junior classes. Although there has clearly been some progress in developing the subject, when pupils do not have the necessary computers to apply their skills they cannot show their improving skills. There is insufficient evidence to make a clear judgement about attainment by the end of the infants or juniors on the evidence seen.

123. In the infant classes, pupils are developing their keyboard skills and are confident in using the computer for word processing. Pupils develop their literacy skills when they recognise upper and lower case letters and also use the 'shift' key to change a lower case letter into upper case. Pupils learn the basic skills of how to move the mouse and choose options on the screen. Pupils in Year 2 understand that the computer can tell us things with pictures, sounds and writing. Pupils in the junior classes also use word-processing packages to present their work in different styles and layouts. Pupils in Years 5 and 6 are aware that they can combine text with clip-art, images from a digital camera and graphics downloaded from the Internet and CD-ROM. Teachers are aware that some software packages will allow different forms of information to be combined electronically, including text, graphics, sound and video clips, but pupils have not yet had the experience of putting together such multi-media presentations. There is no evidence that pupils know how to set up and use simple spreadsheets and they have little experience of databases. The school has only recently acquired the equipment to allow pupils to sense, monitor and control physical events and, consequently, this area is still weak. Pupils have yet to make regular use of the Internet, especially the websites that may help them in their research, and have not yet had the opportunity to use electronic mail.

124. The standard of teaching seen was extremely variable between very good and unsatisfactory and rarely were computers used. Overall it is best judged as satisfactory in both the infant and junior classes. This was because the resources used were too few and outdated. The best teaching is characterised by the teacher's secure subject knowledge and the way that she demonstrated clearly what pupils needed to know, using support staff to describe the functions of different types of equipment. As a result, pupils make good progress in their understanding and demonstrate full involvement and a commitment. The pupils' attitudes to their work are good and they are able to work with enthusiasm. They are keen and thoroughly enjoy learning about the range of ICT. They listen very carefully and pupils are self-disciplined when working with minimal supervision. However, in the weakest lesson, pupils were bored with the lesson because the teacher's expectation of work was so low. Consequently their behaviour deteriorated and the teacher's control was weak.

125. The school intends to develop a computer suite as well as having computers in each classroom. This means that teachers can teach the computer skills and give more opportunities for pupils to apply their skills in other subjects, something which is sadly lacking at present.

126. A new ICT co-ordinator has been appointed very recently. Already, her enthusiasm and knowledge are beginning to reap dividends as she liaises with school personnel and outside bodies such as the EAZ personnel to look at the way forward. She understands the need to produce an effective development plan for ICT to show a clear long-term strategic direction for the continued improvement and development in the subject. The curriculum is

satisfactorily managed and meets National Curriculum requirements. All elements of the subject are taught or planned to be taught. However, a current weakness in the lack of assessment procedures means teachers cannot be sure how well pupils are achieving.

MUSIC

127. Music has taken something of a 'back seat' journey since the last inspection as the school has quite rightly concentrated on raising standards in English and mathematics. Very little music was observed and there is insufficient evidence to be clear about standards. The quality of singing was disappointing in assemblies. However, in the one lesson observed in Year 1, children sang sweetly and performed at the level expected for their age. Unfortunately, the other lessons were held outside of the inspection schedule. Further evidence comes from discussions with the stand-in co-ordinator and curriculum planning since the substantive co-ordinator was absent. Music makes little contribution to the social and cultural development of pupils in most classes but there are isolated examples of good practice.

128. The teaching in the one Year 1 lesson was good and this leads to pupils' good learning in the subject in this class. The lesson was conducted at a good pace and this maintained pupils' interest and ensured that no time was wasted. The teachers structured the lesson well, for example by ensuring that pupils have time for listening, practical work, whole class, and group and individual contributions. Pupils throughout the school do not sing well. There is a lack a clear diction and sound control of the dynamics of their voices, pitch and rhythm. Literacy skills are supported as pupils read the words of hymns and songs competently from the overhead projector, songbooks and sheets but there is no evidence of numeracy skills being developed. Pupils usually take responsibility for working this equipment and this promotes their sense of responsibility and personal development. However, with the exception of the use of a little audio equipment, ICT plays very little part in the music curriculum.

129. Pupils' attitudes were good in the one lesson seen but older boys in particular showed little interest in singing in the assemblies. Pupils in Year 5 hear music quite regularly as a motivating source. Music, such as *Whale Song* and *Song of the Forest*, supports their literacy work, for example, as they write about whales and rainforests. Music of steel bands, panpipe music and Indian music give some pupils experience of other cultures but this is a little haphazard in the way it is planned. The school has made little improvement since the last inspection. Although an advanced skills teacher has been to work with teachers, an action plan for the subject has only just been produced and the co-ordinator is still absent. Guidance about what is to be taught is now satisfactory and should support the progressive teaching of skills throughout the school. However, there has been no opportunity to keep track of pupils' achievements throughout the school and there is currently no system for monitoring what is being done or assessing and recording pupils' progress in specific skills.

130. The school has now set up an assessment system which should mean that no work will be repeated unnecessarily.

PHYSICAL EDUCATION

131. Standards in gymnastics are close to national levels by the end of Year 2. Standards in dance are close to national expectations by the end of Year 6. There was not enough evidence to secure judgements about standards in other areas of the subject by the end of

Years 2 and 6. However, progress was satisfactory in lessons observed in the infant classes, and sometimes better in lessons seen in the junior classes.

132. Planning indicates that all areas of the curriculum are taught. Visitors, such as football coaches and dance instructors, enrich the physical education curriculum, and help ensure that essential skills are taught. Some resources are shared with other schools, which benefits pupils. Pupils in Years 4, 5 and 6 receive swimming instruction at a nearby pool to help them to learn to swim and to enable them to learn about water safety. Teachers assess pupils' progress against national guidelines to ensure coverage of National Curriculum requirements. The subject makes a good contribution to pupils' personal development because they are required to help set out and return hall apparatus, which they complete sensibly. It makes a good contribution to social development through dance activities, in which pupils are required to work together effectively on a variety of routines, some of which are performed in front of all pupils.

133. Weaknesses are evident, however, which require attention. A scrutiny of the action plan reveals that the subject is not well led and the subject leader is currently absent. Some resources are not in good condition, although they have been recently audited and are easily accessed. Competitive sports, such as football and netball, are evident, but are not emphasised enough, for example through regular matches with neighbouring schools. Adventurous activities have been identified for development.

134. Pupils of all abilities, including those with learning difficulties, make satisfactory gains in developing basic games skills. Pupils in Years 1 employ basic skills in travelling, being still, and finding and using space safely, with apparatus and on the hall floor. By the end of Year 2, pupils explore different skills, actions and ideas, developing control and co-ordination, to levels which are close to national standards in this strand of the subject. By the end of Year 5, pupils are interpreting music through movement, and working collaboratively on sequencing routines, employing a satisfactory range of movement patterns.

135. Teaching is at least satisfactory, and is often good. Very good teaching was seen in Year 5 in a lesson led by two dance students from a nearby college. Good and better features of teaching include secure subject knowledge, a confident approach, good emphasis on the development of important skills, secure relationships and control, a brisk pace to keep pupils fully motivated, good use of resources, and high levels of challenge to secure good learning. These features help to ensure that pupils respond well to lessons in physical education. Weaker features of teaching include too little time spent on apparatus to consolidate learning and not enough use of pupils who are showing good practice to share their efforts with others. Older pupils are sometimes not encouraged enough to evaluate the performances of others to help secure progress.