

# INSPECTION REPORT

## **MOORTOWN PRIMARY SCHOOL**

Leeds

LEA area: Leeds

Unique reference number: 107916

Headteacher: Mr V Barley

Reporting inspector: Dr B Blundell  
23868

Dates of inspection: 4<sup>th</sup> - 7<sup>th</sup> November 2002

Inspection number: 251210

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 -11
Gender of pupils:	Mixed
School address:	Shadwell Lane Leeds
Postcode:	LS17 6DB
Telephone number:	(0113) 2685915
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs E Waller
Date of previous inspection:	June 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23868	Dr B Blundell	Registered inspector	Mathematics Information and communication technology Design and technology Science	What sort of a school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further? Educational inclusion.
109974	Mr D Singh	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
20348	Mrs M Marriott	Team inspector	The foundation stage Special educational needs English as an additional language Music Physical education Art and design Religious education	
21666	Mr A Margison	Team Inspector	English Geography History	How good are the curricular opportunities offered to pupils?

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>8 - 10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>10 - 11</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>11 - 12</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>12 - 13</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>13 - 14</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>14 - 15</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>15</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>16 - 20</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>21 – 32</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Moortown Community Primary School is a school for boys and girls, aged four to 11, situated in Leeds. There are 188 pupils on roll; the school is smaller than the majority of primary schools. The ethnic background of the pupils is largely white with United Kingdom heritage, with nearly half of the pupils being Pakistani, Indian, of other Asian backgrounds, black with African, Caribbean and other heritages and Chinese. Sixty pupils have English as an additional language and nine pupils are at an early stage in the acquisition of English; the major languages spoken by these pupils include Punjabi, Urdu and Cantonese. The percentage of pupils known to be eligible for free school meals is below average. Both the percentage of pupils identified as having special educational needs and the proportion with statements of special needs are below average. The nature of pupils' special needs includes moderate learning difficulties and emotional, behavioural and speech difficulties. Pupil turnover is relatively low. Pupils' attainment on entry is broadly average.

### **HOW GOOD THE SCHOOL IS**

The overall effectiveness of the school is good. Standards for pupils currently aged 11 are in line with the national average in English, above average in science and well above average in mathematics. The overall quality of teaching is good, as are leadership and management. The school is providing good value for money.

#### **What the school does well**

- By the end of Year 6, pupils consistently reach standards in national tests in mathematics that are well above average.
- In the work seen during the inspection, pupils in Year 6 were reaching standards well above national expectations in mathematics and design and technology; standards were above national expectations in reading, speaking, listening, science, art and design, music and physical education.
- The overall quality of teaching is good and pupils generally make good progress.
- The overall standard of leadership and management is good.
- Pupils' attitudes are very good, as are relationships throughout the school.
- The overall provision for pupils' spiritual, moral, social and cultural development is very good.
- The school's provision of extra-curricular activities is very good.

#### **What could be improved**

- More opportunities should be provided for pupils to carry out extended writing.
- Subject coordinators in areas other than English, mathematics, science and information and communication technology (ICT) could be more aware of standards in their subject through the school.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in June, 1998. Since that time, standards in the core subjects of English, mathematics and science have been maintained overall. The overall quality of teaching has improved, with all lessons being taught at least satisfactorily. Health and safety matters have been attended to appropriately. The key issue to fulfil statutory requirements with regard to religious education has been met. Standards in information and communication technology by the end of Year 6 have been raised. Curriculum planning is now applied consistently across the school. There is an appropriate staff development programme and job descriptions for subject coordinators have been revised to good effect.

The school has made good improvement since the last inspection and has the capacity to improve further.

## 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	B	C	C	B
mathematics	A	A	A	A
science	C	C	B	B

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

In the national tests in 2002 for pupils at the end of Year 6, attainment was in line with the national average in English, well above the national average in mathematics and above average in science. Compared with those of schools of a similar type, pupils' results were above average in English and science and well above average in mathematics. Over the three years from 2000 to 2002 taken together, pupils have left the school nearly one term ahead of pupils nationally in English, over two terms ahead in mathematics and one term ahead in science. During this time, by the end of Year 6, boys have performed better than girls. Boys have been two terms ahead of girls in English, over two terms ahead in mathematics and one term ahead in science.

Standards at the end of Year 2 in the 2002 national tests were below average in reading, well below average in writing and average in mathematics. Teacher assessments in science indicated that pupils' attainment matched the national average. Compared to that of schools of a similar type, pupils' attainment was below average in reading, well below average in writing and average in mathematics. Over the three years from 2000 to 2002 taken together, pupils have left the infant phase over half a term ahead of pupils nationally in reading, nearly a term behind in writing and over half a term ahead in mathematics. The results at the end of the junior phase, up to 2002, rose at a rate that matched results nationally. The school's targets are appropriately ambitious.

In the work seen during the inspection, standards for pupils at the end of Year 6 were in line with national expectations in English, above national expectations in science and well above national expectations in mathematics. Standards for pupils at the end of Year 2 matched national expectations in writing and science and were above expectations in reading, mathematics and science. For pupils at the end of Year 2, standards in design and technology were above national expectations; for those at the end of Year 6, they were well above national expectations. They met national expectations in information and communication technology, geography and history for pupils both at the end of Year 2 and at the end of Year 6. In physical education, music and art and design, standards matched national expectations at the end of Year 2, but exceeded them at the end of Year 6. In religious education, standards matched the requirements of the locally agreed syllabus for pupils at the end of Year 2 and at the end of Year 6. There were no discernible differences between the performance of girls and that of boys. The majority of children aged five are on course to meet the majority of the Early Learning Goals. (The Early Learning Goals are the nationally expected standards for children at the end of the Foundation Stage.)

Pupils' achievement is good overall. Standards at this school are sufficiently high in mathematics and science, but could be higher still in English, especially writing.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school.	Pupils' attitudes to the school are very good. Pupils enjoy taking on special responsibilities, such as acting as register or library monitors and take their jobs seriously.
Behaviour, in and out, of classrooms.	Pupils' behaviour, both in and out of the classrooms, is good.
Personal development and relationships.	Pupils' personal development is good; relationships are very good throughout the school.
Attendance.	Pupils' attendance is now above average; the rate of unauthorised absence, however, is also above average.

Pupils are enthusiastic and enjoy coming to school and learning.

## TEACHING AND LEARNING

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

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

The quality of teaching in English is good and in mathematics it is very good. The skills of literacy are taught satisfactorily; those of numeracy are taught very well indeed.

Particular strengths in teaching include the helpful way in which teachers share learning objectives with pupils, effective class management throughout the school, the pace of lessons and the degree of challenge posed, especially in the junior phase.

The school meets the needs of all pupils well. All pupils are fully included. Particular strengths in pupils' learning are their independence and concentration.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum.	The quality and range of the curriculum are satisfactory for children under five and good in both the infant and junior phases. Extra-curricular provision is very good.
Provision for pupils with special educational needs.	Provision for pupils with special educational needs is good. Occasionally, however, pupils are withdrawn inappropriately from lessons, when support could take place to greater effect in class.
Provision for pupils with English as an additional language.	Provision for pupils with English as an additional language is good.



Provision for pupils' personal, including spiritual, moral, social and cultural development.	Provision for pupils' personal development is very good overall. Provision for pupils' spiritual development is good; for their moral and social development, it is very good and for cultural development it is good.
How well the school cares for its pupils.	The school's care for its pupils is good.

The school works well in partnership with its parents. Particular strengths in the curricular opportunities offered to pupils include the strategies for teaching numeracy and the range of extra-curricular activities. All areas of the curriculum meet statutory requirements. A particular strength in the way the school cares for its pupils is the manner in which it tracks their academic progress in the core subjects.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff.	Leadership and management by the headteacher, deputy headteacher and senior management team are good. The headteacher is very caring and knows his pupils well.
How well the governors fulfil their responsibilities.	The governors' fulfilment of their responsibilities is sound. Some governors work particularly hard for the school.
The school's evaluation of its performance.	The school's evaluation of its performance is good. It analyses national test results thoroughly.
The strategic use of resources.	The school's strategic use of resources is good.

The school is adequately staffed. The school makes the very best use of its limited accommodation. The main school building has no toilet facilities and this is very poor. There is no dedicated outdoor play area for children under five. The school uses adjacent playing fields for sport. Learning resources are good in quality and quantity. The school is well maintained overall by the caretaker. The school secretary helps the school to run smoothly. Midday assistants and catering staff help ensure that lunchtimes are happy occasions. A strength in leadership is the manner in which the headteacher treats his staff as professionals. The school applies the principles of best value well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children make good progress.</li> <li>• The school sets high expectations.</li> <li>• Teaching is good.</li> <li>• The school is helping their children to mature.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents would like more information about their child's progress.</li> <li>• Some parents would like the school to work more closely with them.</li> <li>• Some parents are not happy with the level of homework set.</li> <li>• Some parents would like to see a wider range of extra-curricular activities.</li> </ul>

The inspection team agrees with parents' positive views; it finds that the quality of information provided for parents is satisfactory and that the school works appropriately with them. The inspectors find the level of homework to be satisfactory and the range of extra-curricular activities to be very good.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### The school's results and pupils' achievements

1. Shortly after children enter the Foundation Stage, they are assessed to see what they know, understand and can do; social and physical skills are also noted. This is known as the baseline test. The intake in 2002 was judged to be of average attainment. An analysis of previous intakes shows that the intake in 2002 is broadly typical.
2. By the age of five, near to the end of their time in Reception, children are again assessed against national standards known as the Early Learning Goals. The majority of the children currently in Reception are on course to attain the majority of these goals.
3. At the age of seven, close to the end of their time in Year 2, pupils take the national tests in reading, writing and mathematics. The pupils who sat these tests in 2002 obtained levels that were below the national average in reading, well below average in writing and average in mathematics. Teacher assessment indicated that pupils' attainment matched national expectations in science. Their attainment when compared to that of schools of a similar type was below average in reading, above average in writing and average in mathematics. Those who took the tests in 2001 attained standards that were below average in reading and mathematics and well below average in writing. Taking the results over the three years from 2000 to 2002, averaged together, pupils' performance has been nearly one term ahead of the national average in reading and mathematics and nearly one term behind in writing. In writing and mathematics, boys have performed less well than girls.
4. Inspectors find that pupils currently in Year 2, who will take their national tests in May, 2003, are reaching above average standards in reading, average standards in writing, above average standards in mathematics and average standards in science. Standards in information and communication technology, art and design, music, geography, history and physical education meet national expectations. Standards in design and technology are above national expectations. In religious education, standards meet the requirements of the locally agreed syllabus. Standards in writing could be higher. Inspection findings differ from recent national test results, reflecting the fact that staffing in the infant phase is now stable. No differences were observed in standards among the different ethnicities.
5. By the age of 11, pupils take the national tests in English, science and mathematics. Pupils' performance in the 2002 tests in terms of National Curriculum points scores matched the national average in English, was well above the national average in mathematics and above average in science. It was above average in English and science and well above average in mathematics, when compared with the performance of pupils in schools of a similar type. Taking the three years from 2000 to 2002 together, pupils have left the junior phase nearly one term ahead of pupils nationally in English, over two terms ahead in mathematics and nearly a term ahead in science. During this time, boys have performed at a higher level than girls in all three areas. The school's targets have been met and those for the coming year are appropriately ambitious.
6. Inspectors find that pupils currently in Year 6 are working at average standards in English, above average standards in science and at well above average standards in mathematics. The quality and quantity of work in their books show that they have made good progress overall over the last 12 months, but advanced more in mathematics and science than in English, in large part due to insufficient opportunity for extended writing. Standards in information and communication technology, history and geography meet national expectations. Standards in design and technology are well above national expectations and they are above expectations in music, art and design and physical education. Pupils of different ethnicities attain similar standards.

7. Since the last inspection, standards at the end of the junior phase have risen in mathematics from being above national expectations to well above those expectations. In information and communication technology, religious education and in design and technology, standards have also improved. In other areas, standards have been broadly maintained, but standards in writing at the end of the junior phase have dropped from being above average to average.
8. Pupils who are identified as having special educational needs, including those with a statement of special educational need, make good progress. This is because they are well supported in class and some receive additional specialist support from teaching assistants.
9. Pupils with English as an additional language make good progress in acquiring the basic skills of English and mathematics. Overall, they make better progress than the majority of their group, as a result of the intensive support they receive in lessons from teaching assistants and the specialist staff.
10. All pupils are generally achieving well, considering their prior attainment, irrespective of their ethnicity. Nonetheless, there is a need for the school to generate the same quality of enthusiasm in pupils for literature and self-expression as they currently demonstrate for mathematics.

### **Pupils' attitudes, values and personal development**

11. Pupils' attitudes to school and learning are very good. There are very good relationships between pupils and their teachers. This represents a significant improvement since the last inspection. Pupils' behaviour is good and they serve the school enthusiastically.
12. Most pupils display very positive attitudes to school and good attitudes to learning. This is evident in many lessons, where pupils approach their tasks with enthusiasm and interest and sustain good levels of concentration. Pupils value the opportunity to work independently, sharing ideas and information, prompted by effective teaching. Pupils speak highly of their teachers and appreciate the time and commitment that teachers give outside of lessons. Inspectors observed various after-school activities, which evidently enhanced pupils' personal and social development. The activities motivated both gender and racial groups and inspired pupils to learn in a confident and disciplined manner. Pupils use informal interaction with visitors to pose interesting and thought provoking questions; for example, a significant number of pupils questioned a Sikh inspector about his country of origin and his faith. Pupils' inquisitive nature is a significant feature of their learning and drives pupils' spiritual and multicultural development.
13. Most pupils behave in a disciplined and mature manner, ensuring a warm and friendly environment conducive to learning. These pupils are polite and welcoming to adults and observe the school's high expectations of behaviour consistently. They open doors for visitors and are keen to please and impress both staff and visitors. Pupils are respectful to others and older pupils are caring and protective of their younger peers. There are rare incidents of inappropriate behaviour and during the inspection there were no signs of bullying or other types of aggressive behaviour. Very occasionally some pupils lost concentration during lessons and spoke out of turn. Noise levels were occasionally high in some parts of the school. Some pupils expressed concerns about bullying and other types of anti-social behaviour, which have been documented, but were adamant that all incidents of bullying are dealt with effectively. There are no exclusions in the history of the school.
14. Pupils' relationships with each other and with teachers are very cheerful and constructive. These relationships, based on mutual respect and understanding, contribute significantly to the school's purposeful ethos and to the high standards achieved. The school community understands and appreciates diversity and the need to promote and develop friendships, which are evident across the school. Pupils from ethnic minorities are harmoniously integrated into every aspect of school life. Pupils enjoy learning in pairs and small groups and show a ready willingness to exchange information and ideas.

15. Pupils willingly accept the responsibilities they are given to serve as librarians, class monitors and fund-raisers. They take their responsibilities very seriously and discharge them conscientiously, valuing the opportunity to serve the school and community. This creates a harmonious and stimulating learning environment, which supports pupils' personal development.
16. Pupils with special educational needs and those for whom English is an additional language respond well to additional support from teachers and teaching assistants. They are motivated and enjoy good relationships with each other and with adults.
17. Attendance is consistently good and has significantly improved since the last inspection. Most pupils like school and are encouraged to attend regularly and punctually by teachers and most parents. Registers are taken at prescribed times and comply with statutory requirements. The school works hard to pursue absences and most parents work closely with staff to ensure sustained attendance. The educational welfare officer supports the school and parents. These arrangements contribute significantly to rising standards and the development of pupils' social and personal maturity. However, unauthorised absence is above the national average. This is primarily due to a small but significant minority of parents who take their children on holiday during term time and breach the local authority's statutory ten day rule.

## **HOW WELL ARE PUPILS TAUGHT?**

18. The overall quality of teaching is good; this school has a competent and dedicated team of professionals. Overall, teaching in the lessons seen was good in the Foundation Stage, good in the infant phase and good in the junior phase. In all lessons observed, teaching was at least satisfactory. Overall, it was satisfactory in 14 lessons, good in 26, very good in 13 and excellent in six lessons. Excellent teaching was seen in Years 1, 5 and 6, with the very greatest concentration in Year 6. Examples of good and very good teaching were seen throughout the school.
19. The biggest strengths in teaching include the helpful manner in which teachers often share the learning objectives for lessons with their pupils, the way in which they manage their pupils, which is very good throughout the school, the brisk pace of lessons and teachers' high expectations, especially in numeracy sessions.
20. Teachers work hard and know their pupils. Pupils are aware of what is expected from them in terms of behaviour and respond appropriately. In a model numeracy lesson for pupils in Year 6, in which the teacher showed excellent class management, the pupils' response was superb. They showed very great enjoyment of mathematics and made excellent progress in their knowledge and understanding of mental mathematics. In a very good literacy lesson for pupils in Year 3, the pupils responded particularly well to the very effective class management. Classroom support assistants through the school make a most worthwhile contribution to pupils' learning.
21. The pace of lessons is very good overall, especially in the junior phase. Teachers set time limits so that pupils keep sharply focused on their work and do not waste time.
22. Throughout the school, literacy is well taught and numeracy is very well taught. Lessons start with productive question and answer sessions, to revise recent work and set pupils thinking about the new tasks. In an excellent numeracy lesson for pupils in Year 1, the teacher's questions about comparing and ordering numbers assessed pupils' levels of understanding very thoroughly.
23. Teachers' knowledge and understanding are good in all subject areas. The teacher of the Year 5 classes has particular expertise in information and communication technology and by spreading this to other staff, has made a very positive impact on pupils' learning in this subject throughout the school and has ensured that there has been good progress in addressing the key issue of the last inspection.
24. In the infant and junior phases, day-to-day marking of pupils' work is good. Pupils' work is marked with appropriate comments to praise pupils' efforts.

25. Lessons generally start with clear learning objectives and these are looked at again at the end, to see how far they have been met. Many lessons finish with a worthwhile oral question and answer session, as in the majority of literacy and numeracy lessons. The use of homework is satisfactory overall. Information and communication technology is used well to support pupils' learning across the curriculum.
26. The supply teacher taking the Reception class is providing her children with good quality teaching and ensuring that good progress is taking place in all of the areas of learning.
27. The teaching of pupils with special educational needs is good. Class teachers and the special needs co-ordinator draw up individual education plans together. They are reviewed regularly and now need to include the learning targets identified for the group also. The teaching assistants who work with pupils are well trained to carry out their support role, but they also understand the need to stand back from pupils at times, to allow them to develop independence. The teaching in withdrawal groups for some identified pupils is effective. However, sometimes pupils are withdrawn from lessons when support within the classroom would have been more appropriate.
28. Pupils with English as an additional language are taught well. Teachers have a good understanding of how to use support staff to develop these pupils' basic language skills. In Year 1, the teaching assistant uses a combination of language and gesture to communicate with one pupil recently arrived from abroad and the pupil is rapidly beginning to understand spoken English and to take a fuller part in lessons. The specialist teacher for pupils with English as an additional language concentrates her work appropriately on the younger pupils in Year 1 and Reception, which ensures that these pupils develop their spoken English quickly.
29. Standards of teaching have improved considerably since the last inspection. At that time, approximately one in ten lessons was judged to be taught very well; that has now risen to just over one in three. Additionally, in the current inspection, no unsatisfactory teaching was observed.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

30. The school provides a good range of activities that covers all subjects, is relevant to the needs and interests of pupils and reflects the aims and objectives of the school. All areas of the curriculum meet statutory requirements. All subjects have policies and schemes of work. Planning in all subjects is good, with teachers' long and medium-term planning documents providing clear guidance for the development of pupils' skills, knowledge and understanding. Good strategies are in place to ensure that all pupils, including those with special educational needs and English as an additional language, are equally included. Good provision is also made for those pupils who are identified as gifted and talented.
31. The science and mathematics curricula are particularly strong, with an emphasis on investigative skills and developing pupils' basic skills in numeracy. The school's strategies for developing pupils' literacy skills are sound. The school develops pupils' reading, speaking and listening well, through subjects such as history and geography, but not enough emphasis is given to encouraging pupils to use a broad range of writing styles in lessons other than English, which has a limiting effect upon the standards they achieve by the end of Year 6.
32. The additional provision made by the school for pupils with special educational needs is effectively organised overall. Individual educational plans for pupils have appropriate and manageable targets that pupils are able to meet, mostly through small group and individual tuition. In lessons, teaching assistants help pupils to complete their tasks and offer them guidance and encouragement. However, too much of the support for lower-attaining pupils and pupils with special educational needs takes place outside the classroom, causing undue disruption to the curriculum they receive.
33. Although a significant proportion of parents felt that the school did not provide a sufficiently broad range of activities out of lessons, the inspection considers that the range of extra-curricular

activities is very good. These include clubs for information and communication technology, art and various musical activities, including tuition in woodwind, recorders and violin. The school competes against other local schools in football and netball; there are also a good number of sporting clubs and when these are combined with the wide range of visitors invited to school and the many educational visits organised by staff, pupils experience a very extended and enriched curriculum. It is rare for the school not to organise an annual residential visit for the older pupils.

34. Personal, social and health education is promoted very effectively by the school. Pupils have a regular lesson each week, based upon a whole school scheme, so pupils develop their understanding of personal and health issues very well. The governors have suitable policies for sex education and drugs awareness, which are taught in personal, social and health education lessons and through the science curriculum.
35. The school has established good relationships with one of the local secondary schools in particular and with a number of nursery schools. Pupils begin to visit this school from Year 5 to take part in lessons and activities, so that they are well prepared to transfer to secondary education. Children starting school in Reception have several opportunities to spend some time in school before they join. The school's links with the community are sound. The school raises money for a local hospice and goes out into the community at special times such as Christmas. The school's building limits how much the school can be used by the local community.
36. The overall provision for pupils' spiritual, moral, social and cultural development is very good and a strength of the school. Standards have improved since the last inspection, particularly with regard to pupils' cultural development.
37. The provision for pupils' spiritual development is good. The school gives pupils opportunities to reflect on the world around them and to celebrate the achievements of others in the daily acts of collective worship. Music in assemblies helps pupils to listen and appreciate the moods the music creates. Pupils have good opportunities in some subjects to think about how people's lives are affected by the conditions in which they live, both today and in the past. For example, in a Year 6 history lesson, pupils discussed people's living conditions during the industrial revolution in Leeds and the hardships they had to face. In circle time discussions, many pupils show a sensitive reflection of emotion when listening to each other's feelings and ideas.
38. The school's provision for moral development is very good. The principles that distinguish right from wrong are communicated effectively. Teachers' expectations of behaviour are consistent and the staff show good judgement when applying the school's behaviour policy. The school's 'rules' are prominently displayed in all classrooms. The consistently high expectations of behaviour from staff promote a calm, friendly environment, based on mutual respect between staff and pupils.
39. The provision for social development is very good. All members of staff foster very good relationships between pupils and between pupils and themselves. Teachers provide many opportunities for pupils to develop their ability to work co-operatively and collaboratively. Circle time provides very good opportunities for pupils to discuss issues such as those related to making friends. There is currently no school council, which limits the opportunities for pupils to contribute to the running of the school. However, the emphasis on practical activities in lessons, discussion and expecting pupils to work together ensures that they have plenty of opportunities to express their feelings about a very broad range of issues. Differences of gender or ethnicity are not apparent in the wholly inclusive atmosphere.
40. The school makes good provision for the cultural development of pupils. They have very good opportunities to develop awareness of their own culture. They visit local places of interest and there are many opportunities for pupils to go to concerts and other productions. The visitors to school include artists, dancers, theatre groups and musicians, so pupils learn about a broad range of different musical and artistic styles. In religious education lessons, pupils learn about different religions and the prominent displays in many classrooms and around the school mean that pupils learn about other cultures that are represented in the local community.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

41. Since the last inspection, the school has improved its overall provision for the care, support, guidance and welfare of the school community. Issues of health and safety raised in the last report have been addressed. The arrangements for child protection have been sustained appropriately and ensure the safety and security of the school community. However, governors have yet to update the training of the teacher responsible for child protection, or new staff. The school is aware of this and is taking appropriate steps to arrange training.
42. Sound health and safety procedures are in place to ensure that pupils learn in a safe environment. The school ensures that the electrical appliances and the fire equipment are checked regularly and pupils are made aware of emergency evacuation procedures. Staff provide good levels of supervision and enjoy a trusting, productive and purposeful relationship with pupils. The learning environment is safe and secure.
43. There are effective procedures for monitoring and supporting pupils' personal development. The headteacher, governors and staff work effectively to provide good levels of individual support and guidance. Teachers and support staff respond well to their pupils' concerns and use formal and informal interaction to acknowledge and celebrate pupils' achievements. Extra-curricular activities and personal, social and health education lessons are used to develop responsible attitudes and raise pupils' confidence and self-esteem. They are encouraged to become self-disciplined citizens. The care pupils receive contributes to their welfare and well-being. Inspection evidence indicates that pupils from different racial and cultural backgrounds all value the ethos in which they learn.
44. There are good procedures for monitoring pupils' attendance and the information is used well to investigate and encourage full attendance. Most parents support the school. However, attendance levels are affected by a small number of parents who take long family holidays during term time and this affects pupils' progress and their personal and social development.
45. Procedures for monitoring and promoting positive behaviour are good. The behaviour policy is clear and informative and applied by staff to recognise and reward pupils' achievements. This motivates pupils' learning and promotes very good attitudes, relationships and good behaviour.
46. The school has good measures for monitoring and discouraging bullying and other anti-social behaviour and is making good progress in eliminating aggressive and negative behaviour. There are no exclusions and the low level of reported incidents of bullying reflect the school's good practice.
47. There are good procedures in place for identifying pupils with special educational needs and the school has a policy of early identification and intervention. Pupils' progress towards the targets in their individual education plans is regularly reviewed. Pupils with English as an additional language are equally well supported.
48. The assessment of pupils' work and its use to plan future work is good overall and is particularly good in science. Progress in this area has been made since the last inspection and tracking is now taking place in English, mathematics, science and information and communication technology. Assessment is unsatisfactory in history and geography. It is, however, consistently implemented through the school in English and mathematics and targets are set in these subjects. Pupils are aware of their targets. The school uses the optional national tests in Years 3, 4 and 5 appropriately. The tracking of pupils' academic progress in the foundation subjects could be improved.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

49. The school has sustained its positive relationship with most parents and continues to provide satisfactory levels of information. The majority of parents and carers who contributed their views to the inspection made positive comments about the school on the questionnaire. They were pleased that their children liked school and were expected to work hard. Parents were also pleased with

the good behaviour of their children and the good standards of teaching. Most rightly believe that the school is well led and managed, that their children make appropriate levels of progress and are helped to become mature. Inspection evidence concurs with these views. However, some parents expressed concerns about the consistency and quantity of homework and the extra-curricular activity provided by the school. Inspection evidence indicates that the provision for extra-curricular activities is very good. Homework is satisfactory overall.

50. The quality of information provided to parents is satisfactory. Effective procedures are in place to welcome new children to school. Regular newsletters are sent out to inform parents of events in school and in the community. Parents have an opportunity to speak to teachers at the beginning of the school day and address any concerns they might have. This interaction ensures effective communication between teachers and parents. The governors' report and the school prospectus provide accessible information and both comply with statutory requirements.
51. Parents are encouraged to attend consultation evenings and most parents appreciate and acknowledge the diligence of class teachers. Parents also receive a comprehensive end-of-year pupil's report, but the information provided by teachers does not provide consistent information about what the pupil needs help with, or recommend sufficient practical guidance for parents to support the progress of their child.
52. The school encourages parents to support learning in the classroom. A number of parents come to school and support activities in lessons, which helps to raise standards and contributes constructively to the pupils' personal development. There is a small but very active and hard-working parents and teachers association, which organises very successful fund raising events. The association ensures that there are frequent opportunities for parents to meet socially, such as the Christmas and summer fairs and hosts discos for pupils. The proceeds enable the school to purchase learning resources and enhance standards of learning.
53. Parents of pupils with special educational needs are fully involved in review processes, including annual reviews of statements and in the setting of targets. Parents are well informed of the progress that their child is making.
54. Most parents comply with the home school agreement and ensure that their child attends school regularly and on time. However, a small minority of parents take family holidays during term time and breach some of the requirements of the home school agreement.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

55. The leadership and management by the headteacher are good, in both academic and pastoral spheres. The headteacher treats his staff as professionals and allows corporate decisions to be made at staff meetings. His leadership ensures that there is a clear educational direction for the school. The school's aims and values are easily seen in the daily routines of the school and the school's aims are redrafted annually, following discussions with staff, governors and parents. The deputy headteacher is a very competent Year 6 teacher, who has served the school well for a long period of time. The senior management team, which includes the coordinator for numeracy, is very competent. The subject coordinators manage their subjects appropriately, monitoring planning and marking, although, except in English, mathematics, science and ICT, they are not yet involved in the monitoring of teaching in their subjects. Coordinators now have appropriate job descriptions and this is an improvement from the last inspection.
56. The governing body's fulfilment of its statutory responsibilities is sound. Some governors work very hard for the school, but others, due to a variety of circumstances, are unable to attend committee meetings regularly. There are currently two vacancies on the governing body. The governors' contribution to shaping the educational direction of the school is sound. Some governors visit the school regularly, especially the chair of governors, the chair of finance and the governor responsible for monitoring special educational needs. The governing body has a clear understanding of the main strengths and weaknesses of the school. Between them, the governors bring a variety of expertise to the running of this school.



57. The headteacher, deputy headteacher and coordinators for the core subjects have monitored and evaluated teaching effectively through the school, providing staff with both verbal and detailed written feedback. This practice has yet to be extended to the foundation subjects. Coordinators monitor the planning of their subjects and consistency of marking across the school.
58. The school's targets are appropriate and sufficiently ambitious. The school has a very good capacity to succeed.
59. Procedures for the induction of new staff are good and are implemented by the deputy headteacher. Appropriate policies and plans are in place for the second phase of performance management. Staff have been provided with relevant in-service training and this is an improvement from the last inspection.
60. The co-ordinator for special educational needs is well organised. She works very hard and ensures that the provision for special educational needs within the school is fully implemented.
61. The match of teachers and support staff to the demands of the curriculum is currently good. The accommodation is barely satisfactory overall, but is kept clean and tidy; the school makes the best use of what it has. However, the staff room is too small to accommodate all the staff, toilets throughout the school are in need of updating and the main building lacks any toilet facilities whatsoever; this is very poor. There is no outdoor play area for the under-fives, nor is there a grassed area. However, classrooms have attractive displays and resources are generally good in quality and quantity.
62. The effectiveness of the school's use of new technology is good. The school's secretary is efficient. Finances are handled well and the school applies the principles of best value well. Specific grants are used appropriately. The school development plan is a useful working document that clearly prioritises the school's needs.
63. The quality of leadership and management has remained at the standard that it was at the time of the last inspection. The key issues have been addressed appropriately.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

64. In order to further improve the school, the headteacher, senior management team and governing body should:
  - i) Ensure more opportunities for pupils to carry out extended writing.  
*(paragraphs 85, 111)*
  - ii) Ensure that all subject coordinators have awareness of standards in their subject throughout the school.  
*(paragraph 55)*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	15

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	6	13	26	14	0	0	0
Percentage	10	22	44	24	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	188
Number of full-time pupils known to be eligible for free school meals	17

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	28

English as an additional language	No of pupils
Number of pupils with English as an additional language	60

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	4.8

#### Unauthorised absence

	%
School data	1.0

National comparative data	5.9
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	8	9
	Girls	13	13	15
	Total	22	21	24
Percentage of pupils at NC level 2 or above	School	81 (87)	78 (77)	89( 93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	10	9
	Girls	13	13	14
	Total	22	23	23
Percentage of pupils at NC level 2 or above	School	81 (80)	85 (80)	85 (77)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	16	13	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	16
	Girls	11	12	11
	Total	25	27	27
Percentage of pupils at NC level 4 or above	School	86 (83)	93 (81)	93 (86)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	16
	Girls	12	10	10
	Total	28	25	26
Percentage of pupils at NC level 4 or above	School	97(83)	86 (92)	90 (89)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	110	0	0
White – Irish	0	0	0
White – any other White background	8	0	0
Mixed – White and Black Caribbean	9	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	24	0	0
Asian or Asian British – Pakistani	28	0	0
Asian or Asian British – Bangladeshi	5	0	0
Asian or Asian British – any other Asian background	7	0	0
Black or Black British – Caribbean	4	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	3	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	1	0	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	23
Average class size	27

#### **Education support staff: YR – Y6**

Total number of education support staff	11
Total aggregate hours worked per week	177

### **Financial information**

Financial year	2000-2001
	£
Total income	445,690
Total expenditure	459,960
Expenditure per pupil	2,339
Balance brought forward from previous year	24,140

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	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

Number of questionnaires sent out	140
Number of questionnaires returned	44

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	1	0	1
My child is making good progress in school.	51	42	2	1	4
Behaviour in the school is good.	50	48	1	0	1
My child gets the right amount of work to do at home.	36	45	16	1	0
The teaching is good.	56	41	1	1	1
I am kept well informed about how my child is getting on.	36	45	18	0	1
I would feel comfortable about approaching the school with questions or a problem.	65	30	4	0	1
The school expects my child to work hard and achieve his or her best.	56	37	1	2	4
The school works closely with parents.	29	51	17	2	1
The school is well led and managed.	41	49	6	4	0
The school is helping my child become mature and responsible.	54	43	2	1	0
The school provides an interesting range of activities outside lessons.	32	49	10	4	5

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

65. Children begin school in the September of the academic year in which they turn five. Currently, 21 are in the school's Reception class. Progress in each of the six areas of learning is at least satisfactory and in personal, social and emotional development, communication, language and literacy and mathematics, it is good. Nearly all pupils are on course to achieve the Early Learning Goals by the end of the Reception Year. This represents good achievement since the last inspection. The school takes care to ensure that children achieve as well as other children of this age in their physical development, despite the lack of outdoor facilities.
66. The good and satisfactory progress children make results from the good quality of teaching and thoughtfully planned learning experiences. The present teacher makes good provision for the assessment of children's learning, which she uses to inform her next day's planning. However, because the school does not have a permanent teacher in this class, planning overall is unsatisfactory. The school is taking positive steps to employ a full-time teacher and reorganise the planning and provision it provides. Work seen at the time of the inspection was challenging and relevant to children's experience and stages of development. Children with special educational needs are well supported and progress at the same rate as others, as do those who have English as an additional language, in all areas of learning. There is good teamwork between adults, with support staff making a valuable contribution to teaching and learning. The school has effective relationships with parents and provides regular opportunities to speak with parents to ensure that there is a good exchange of information.

#### **Personal, social and emotional development.**

67. Teaching and learning are good. Teaching constantly reinforces good behaviour, listening skills, caring for others and respecting people and property. Teachers and other adults are good role models, treating children and each other with courtesy and respect. They listen carefully to children and speak clearly and gently to them, making them feel safe and promoting their self-esteem. Staff are very welcoming and children come to school happily and show confidence when leaving their parents and carers.
68. Effective organisation ensures that children learn the rules and routines of everyday life at school, such as answering the register, playing out, having their lunch with others and attending assemblies. They are taught to consider the needs of others, through activities that require them to share and to take turns. Staff promote the skills of independence well, providing opportunities for them to make choices about activities and the resources they will use. Children learn to cope with personal care, such as undressing and dressing for Physical Education lessons and washing their hands after visiting the toilet. These learning experiences are preparing children very well for the next stage of their education.

#### **Communication, language and literacy.**

69. Children's skills develop well because teachers are good at providing a wide range of opportunities that promote them effectively. Speaking and listening skills are constantly developed throughout the day, as well as in specific activities, as when children are asked about their work.
70. Colourful and stimulating texts are used to teach early reading skills and promote children's good attitudes to books. When sharing books together as a class or in smaller groups, teachers ensure that the questions they ask are appropriate to the learning needs of their children. Very effective teaching about letter sounds and names promotes reading and writing skills effectively. For example, when reading a 'big book', 'My house is your house', together, the teacher effectively re-



read the text with the children, providing contextual clues to enable them to read unfamiliar words. All children's learning progressed well, and many children were able to identify the initial sounds of words.

71. Higher-attaining children recognise some common words by sight and use their knowledge of letter sounds to help them read and write. They write their names, short words and some began to write a letter to a friend. Average and lower-attaining children make good progress. The provision of writing materials, in the 'Office' and elsewhere in the classroom, in role-play areas, is effective in supporting children's emerging writing and reading skills. Most children are on course to reach the Early Learning Goal by the end of the Reception Year.

### **Mathematical development.**

72. Children make good progress. In a range of specific and everyday contexts, teachers provide activities and tasks that promote basic number skills effectively. Tasks are interesting, relevant and challenging. Children learn to count to five and beyond and the good teaching reinforces this learning with a range of different activities; children sing and mime different counting rhymes and songs with increasing confidence. Higher attaining children learn to count to ten. As they build houses and place them onto a large floor map, children reinforce their number skills as they write numbers on the doors of the houses. Children make simple recordings of their tasks; this has meaning for them since it follows a practical activity. For example, after counting five frogs, children wrote the number of frogs they could see in the picture. Children begin to develop an understanding of shape, pattern and measure through engaging in activities such as jigsaws, creative art activities and working with sand and water.

### **Knowledge and understanding of the world.**

73. Children make satisfactory progress in this area. Sound teaching of their current topic, 'Houses and Homes', ensures that early geographical skills are fostered well.
74. Children learn about their locality and a developing sense of history emerges as they discuss homes of the past. Teachers provide clear instructions as children work enthusiastically and creatively, with commercial construction equipment, to make recognisable models of buildings and place them onto a map of 'Roundhay Park'.
75. Teachers endeavour to ensure that lessons include relevant information and communication technology links and that computers are in regular use. Children's ICT skills are developing well, as they begin to use the mouse to make things happen. They are beginning to become familiar with a range of programs, many of which support learning in literacy and numeracy.
76. Religious education is provided in groups of different sizes; children regularly take part in collective worship.

### **Physical development.**

77. Standards and provision in this area are satisfactory. The school is addressing the lack of a dedicated outdoor space to which children can have regular access and in which they can consolidate physical skills by peddling and manoeuvring wheeled toys. However, teachers currently work hard to ensure that children's physical development does not suffer as they use the indoor area to compensate for lack of space outdoors. For example, the classroom has been completely reorganised to allow children to initiate their own learning using sand and water and creative activities in one part of the room, thus allowing children more space where they can act out familiar nursery rhymes and songs to enhance their physical development. In specific physical education lessons, children's skills in balancing develop well. Children show good awareness of the space around them and consider others as they move around the hall. Teachers take care to develop children's understanding of the effects of exercise on their body as they discuss warming up and cooling down.

## **Creative development.**

78. Children's artistic and imaginative skills are being developed satisfactorily and music skills are developing well. In the role play areas, children show a good level of interaction as they adopt different characters. For example, when acting out the 'frog' song, children organised themselves into the correct sequence and developed their own actions to mime to the song. They choose their role carefully when in the 'home corner' and when using the 'Office'. Children enjoy singing and are introduced to a variety of nursery rhymes and traditional songs. They have the opportunity to sing to the accompaniment of a visiting pianist, who provides a good range of songs for them to learn. These sessions provide a happy and stimulating experience for all children.
79. Children have access to a good range of materials, equipment and tools, to use in their creative work. Children create their own pictures and collages. They developed their manipulative skills well as they painted a picture of their house. Teaching encouraged them to investigate colour and to use their observational skills when discussing the shape of their house. Teaching ensures that all children develop their skills appropriately and access a good range of learning experiences.

## **ENGLISH**

80. Current attainment by the end of Years 2 and 6 is average. Pupils achieve satisfactorily as they move through the school to the end of Year 6. In reading, speaking and listening they make good progress and many pupils attain standards above those expected, but in writing, most pupils make satisfactory progress and overall standards are in line with national expectations. This reflects the school's results in the 2002 national tests for pupils at the end of Year 6, when standards compared with all schools were average, although when compared to those of similar schools, they were above average. Pupils with special educational needs and English as an additional language make good progress, reflecting the strong emphasis teachers place on developing pupils' basic skills and the good quality support these pupils receive in lessons. Over the past three years, boys' performance has been two terms ahead of that of girls, although no discernible difference in attainment was perceived in the current cohort of pupils.
81. By the end of Year 2, pupils' speaking and listening skills are good. Most pupils listen very attentively to their teachers and to each other. They respond carefully to questions, thinking about their answers. Higher attaining pupils frequently explain their answers to questions in detail and on some occasions give reasoned arguments for their ideas. In group activities, pupils share ideas with each other and join in conversations about what they are doing. When they are asked to explain their ideas to the rest of the class, most speak clearly and confidently. Pupils continue to develop their speaking and listening skills from Years 3 to 6. The oldest pupils adapt their language well to different situations, such as class discussions or group work; they talk fluently about their ideas and feelings and respect each other's ideas. They respond to questions thoughtfully, considering their answers carefully.
82. By the end of Year 2, most pupils enjoy reading stories, poems and other books. At the time of the inspection, a good number of pupils were close to attaining the national expectations for the end of the year. This represents an improvement on recent results in the national tests. Higher attaining pupils are fluent readers, know a good range of words by sight, but use different strategies effectively to work out unfamiliar words. They understand how to use basic punctuation, such as full stops, capital letters and speech marks, to make their reading interesting and expressive. Most pupils read accurately and can talk about what they have read, referring to the characters in a story and explaining the main events. Most pupils know how to use simple non-fiction books to find information, using the index and the contents pages. Lower-attaining pupils need some help to do this; they are not fully familiar with all letter sounds and names, so they find it more difficult to work out words they do not know.
83. From Year 3 to Year 6 pupils progress well, so that by the end of Year 6, pupils achieve good standards in reading. In the recent national tests for pupils at the end of year 6, a high proportion

of pupils attained the higher-than-expected Level 5 in reading. Current pupils are working at similar levels. These good standards are mainly due to pupils' well-developed ability to work on their own and to research information from the Internet, non-fiction books and other written materials. It mirrors the strong emphasis teachers place on investigation activities in science and mathematics and research work in history and geography.

84. Pupils' standards in writing by the end of Year 2 are average. This is an improvement on the school's recent results in national tests. Pupils develop a secure understanding of how to use punctuation such as full stops and capital letters to organise their work into sentences. Higher-attaining pupils use exclamation marks and speech marks appropriately. These same pupils use sentences that expand their ideas well; their stories and other forms of writing are interesting and informative. Most pupils spell familiar words accurately. However, although what pupils write improves satisfactorily, their handwriting and their ability to use descriptive language in their work are less well developed and many pupils make simple errors in letter formation and style, punctuation and spelling. Pupils practise these skills in handwriting lessons, but they are not put to consistent use in other classwork. Consequently, a lower number of pupils than average achieve higher than expected levels in national tests.
85. This pattern continues through Years 3 to 6, although pupils make sound progress overall. Their handwriting improves and, although the vast majority of pupils are writing neatly and accurately in a joined-up style by the end of Year 6, there are frequent errors of spelling and basic punctuation. In practice lessons and in exercises in literacy lessons, pupils demonstrate a secure grasp of these basic skills, but when pupils turn to other subjects, these errors reoccur. By the end of Year 6, most pupils write descriptions of events and factual reports well, because they practise this frequently in science and other subjects, but their ability to write in different styles and to express their own ideas, feelings and emotions through their writing is less well developed. This reflects the limited opportunities pupils have in subjects such as history and geography to write in different ways.
86. Overall, English is taught well; pupils acquire the basic skills, knowledge and understanding of English with a strong emphasis given to teaching pupils to read. Younger pupils are heard reading aloud regularly and reading diaries are used well to communicate with parents. Additional sessions for pupils who need extra help, such as the additional literacy strategy and 'Attack' spelling, make a positive contribution to the progress these pupils make. Throughout the school, teachers have high expectations of behaviour and performance. They share the objectives of the lesson with pupils at the start, so they are clear about what they will be learning and why. Pupils are managed very well and English lessons are orderly and purposeful. The vast majority of pupils have very positive attitudes in lessons, behave very well, are attentive to their teachers and try very hard to do their best. In the few lessons when pupils become restless, it is mainly due to the pace of the lesson slowing so they lose their concentration. In most English lessons the 'whole class' element of the session is very effective. Teachers use appropriate books, poems and other written material well to teach pupils about language, different styles of writing and the basic skills of grammar and punctuation. They use questions well to involve pupils in discussions. In the best lessons, teachers ensure that all pupils are included, by questioning specific pupils directly to check they understand what is being discussed. In most lessons, pupils with special educational needs and those who have English as an additional language are supported very well by teaching assistants, so they make good progress. During class discussions, the teaching assistants prompt these pupils and re-phrase questions to help them stay involved. During group work, they demonstrate a good understanding of their role and how to teach pupils basic skills of English. Teachers' lesson planning is sound, although there is some inconsistency across the school. In the best examples, such as those seen in Years 3 and 5, lessons develop the weekly objectives well. Activities for groups are well matched to pupils of differing attainment levels and develop the ideas discussed as a class effectively. Teaching assistants have very good relationships with pupils. In the best lessons, they are given clear guidance about their role and about the pupils they will be working with, which has a significant impact upon the progress pupils make in those lessons. However, in some classes, the group tasks do not develop the themes of the opening sessions effectively and closing sessions are not used as well to recap upon the rest of the lesson. Teachers' response to pupils in lessons is very good. They use praise well and

encourage pupils to improve their work, but when work is marked, most staff do not refer to the lesson objectives in the written comments and not enough use is made of marking to give pupils clear ideas on how they can improve their work. Similarly, although each pupil is set half-termly targets, which they know and understand, these are rarely referred to when teachers are marking their books.

87. The co-ordinator for literacy brings very good leadership to the subject. She has a clear understanding of what pupils do well and the areas for further improvement. The action plan she has written identifies these areas clearly and outlines appropriate ideas on how these will be worked on. Since the last inspection, her role has been developed well. She recently carried out an annual school audit of teaching in English. Each teacher was observed and given written ideas on the strength of the lesson and areas they could work on. The procedures for assessing pupils' progress have improved and are now good. Teachers assess pupils' reading and writing each half term and all teachers are involved in looking at pupils' written work so they have clear understanding of what pupils of different ages should be doing. The school has introduced a full programme of annual assessments so that the progress pupils make can be closely followed. The range of resources has been improved so teachers have a good range of books and other materials to use in lessons. However, there was a noticeable lack of extended word-processed work.

## **MATHEMATICS**

88. On the basis of 2002 national test results based on average national curriculum points scores, attainment was in line with the national average at the end of Year 2. The percentage of pupils obtaining Level 2, the expected level, was average; the proportion obtaining the higher Level 3 at the end of Year 2 was also average. Pupils' performance in the end of Year 2 mathematics test was average in comparison with that of schools with pupils from similar backgrounds. The average attainment of pupils in the three years 2000 to 2002 was half a term ahead of the national average. The performance of girls was slightly higher than that of boys.
89. In the 2002 national tests at the end of Year 6, pupils' attainment in terms of points scores was well above the national average. The proportion of pupils obtaining Level 4, the expected level nationally, was well above average, as was the proportion reaching the higher Level 5. When compared with pupils from schools of a similar type, standards were also well above average. Over the last three years taken together, pupils have left the school over two terms ahead of pupils nationally and this is a real strength of the school. The performance of boys has been higher than that of girls over the last three years; they leave the school, on average, over one term ahead of the girls.
90. For the current groups of pupils, evidence from the lessons observed, scrutiny of pupils' work and discussions with pupils indicate that attainment is above average at the end of Year 2 and well above average by the time pupils leave the school at the end of Year 6. Many pupils in the infant phase demonstrate an above-average level of attainment related to investigative mathematics and number. Pupils in the junior phase generally have very good knowledge of their multiplication tables, because they are practised in class with sufficient regularity. This greatly helps attainment in other areas of mathematics. Pupils in some classes were seen practising tables even up to their 23X tables. Pupils aged 11 can work out, read and plot coordinates in all four quadrants. They are adept at working independently. Pupils use correct mathematical vocabulary rigorously throughout the school and this greatly helps their learning. They develop their own strategies when solving problems in their head, and explain these confidently. In a Year 6 lesson, they were particularly skilful at arriving as near as possible to a four figure target number from four given numbers, using the four rules of number (addition, subtraction, multiplication and division). They had a technique of "tumbling together" the given numbers mentally and then using pencil and paper to refine their chosen method. These pupils routinely use the biological calculators in their heads rather than the electronic versions! They have a real feel for number. Pupils aged seven are appropriately familiar with block graphs and pictograms. There was no discernible difference in the performance of girls and boys in the lessons seen. Standards in mathematics currently are higher

than those at the time of the last inspection for pupils at the end of Year 6. Pupils' written work in their dedicated mathematics folders in Year 5 was particularly impressive.

91. Overall learning of pupils in mathematics is very good in both the infant and junior phases. This includes those pupils having special educational needs and those for whom English is an additional language. Factors aiding such rapid learning include the extremely positive attitudes and behaviour of the pupils, the overall very good standard of teaching, pupils' instant recall of their multiplication tables and their love for "sums". As far as the pupils are concerned, the bigger the sum the better! The teaching observed was excellent in two of the seven lessons seen, very good in three lessons and good in the other two. The features that made the best lessons excellent, and contributed to a very high rate of learning, were the highest possible challenge set by the teachers, coupled with a brisk and purposeful pace. Such lessons clearly explained what the learning objectives were at the outset and revisited them at the end to see how far they had been achieved. Teachers in most numeracy lessons begin with effective question and answer sessions, to revise previous work and set pupils thinking. Pupils' achievements are very good. The school has good systems in place for assessing pupils' work and tracking their progress. The coordinator has monitored and evaluated teaching to excellent effect through the school. Good use is made of information and communication technology and resources are also good.

## SCIENCE

92. The national tests at the end of Year 6 in the year 2002 showed that attainment was above the national average. The proportion of pupils reaching Level 4 was above average and the proportion attaining the higher Level 5 was also above the national average. Compared to those of similar schools, standards were also above average. Teachers' assessments of pupils' attainment at the end of Year 2 in the same year showed it to match the national average. The proportion assessed at the higher Level 3 also matched the national average. No observable differences are seen in the performance of pupils of different ethnicities.
93. By the end of Year 2, standards are average. Pupils identify the properties of common materials effectively and sort items according to their characteristics, using scientific diagrams to record their results. They know how to carry out simple investigations and use scientific procedures to predict, test and consider their findings.
94. Standards for pupils who are currently in Year 6 are above the national average. Pupils have good knowledge of how to plan investigations, such as separating soils into their component parts and identifying these components using microscopes, the Internet and testing their pH. They plan investigations to test different types of rocks with a high degree of skill. Pupils are particularly adept at working independently. Higher attaining pupils write explicit definitions of solids, liquids and gases.
95. The quality of teaching is never less than good, resulting in pupils achieving well throughout the school. This also includes pupils with special educational needs and those for whom English is an additional language. The teachers have very good subject knowledge so that they plan, prepare and deliver very effective lessons and engender good learning. The pupils are presented with clear information and teachers emphasise the appropriate scientific vocabulary. Probing questioning causes pupils to think, and they respond well, using the correct terms. Pupils are prepared thoroughly for their tasks which they carry out well, with enthusiasm, sensibly and purposefully. They know what they have to do and have clear ideas about what they are trying to find out. Throughout the school, pupils worked very well in pairs, being sensible with the resources, sharing fairly and discussing the task with their partners. They are aware of how to carry out a test fairly. The pupils learn well and enjoy their learning.
96. In all classes the teachers have high expectations of the pupils, of both their behaviour and the standard to aim at. Their planning reflects their desire to extend all pupils. The excellent lesson seen with Year 6 pupils involved classification. The higher-attaining pupils progressed to a more challenging method of classification. The pupils applied themselves well, particularly to the higher challenge and most showed good ability to co-operate in small groups, sharing effectively.

97. Pupils enjoy the subject, responding well to practical opportunities. The teachers ensure that lessons move along well, so that the pupils are kept constantly busy and progressing. Pupils are sensible with resources, even when mixing 'messy' substances such as soil and water. The response of the pupils relates clearly to the methods and expectations of the teachers. This is seen also in the recording of work. Books are well maintained and the work in them is very well presented. Teachers mark work thoroughly and encourage pupils positively. On occasions, comments ask pupils to think again or more deeply, but there is no evidence of a written response from the pupil.
98. The overall quality of science is good. The curriculum is very well planned so that the pupils receive wide and thorough experience in all elements of the subject. Much of their experience is gained through investigations. Assessment procedures are very good indeed. Pupils' progress is tracked and predictions are made about future attainment levels. The subject co-ordinator is a highly skilled role model and fulfils her role very effectively. Standards have been maintained since the last inspection. Very good use is made of information and communication technology and resources are also very good.

## **ART AND DESIGN**

99. Only three lessons were observed during the inspection, in Years 1, 2 and 4. Other information was gained by talking to teachers and pupils and looking at teachers' planning. All pupils, including those who have special educational needs and those for whom English is an additional language, make at least satisfactory progress by the end of Year 2 and good progress by the end of Year 6. Standards at the age of seven are in line with those expected nationally and by the time pupils leave the school, are above the national average.
100. By Year 2, pupils work with a range of materials. They create simple pictures in pastel and paint and their work shows a developing understanding and application of the artistic elements of line and tone. Pupils explore different ways of making lines as they develop rangoli patterns, as part of a Diwali display. They use a range of different media to illustrate the class book about Florence Nightingale. Pupils in Year 1 learn to roll, mould and fashion clay as they make a diva pot for the festival of Diwali and use a range of media as they paint firework pictures to illustrate bonfire night.
101. In Years 3 to 6, pupils use their sketchbooks to record their ideas and to draft a first attempt. They then consider the visual and tactile elements of their work before beginning composition. In Year 4, pupils discussed the differences between a portrait of Henry VIII and a portrait of Edward IV. They combine different media, such as wool, paper and various materials, to create interesting, textured pictures. In Year 5, pupils study William Morris and create patterns in his style.
102. Links with other subjects are used well to extend learning. For example, history is linked into art and design and technology. Pupils design Tudor houses before they decorate them to make a Tudor town and make a collage picture showing Tudor clothes. Artwork successfully supports cultural education. Pupils learn about famous artists from around the world and explore traditional pattern making. Year 1 pupils made a diva pot from clay and began to decorate it, using mixed colours of their choice to reflect the festival of Diwali.
103. Teachers demonstrate good subject knowledge and an informed choice of good resources. Taking into account planning, completed work and the lessons observed, teaching is satisfactory at the end of Year 2 and good at the end of Year 6. Pupils enjoy art lessons and work hard to improve their artistic skills.
104. The art co-ordinator is enthusiastic and leads the subject well. He has already identified the need to work with colleagues across the school and to observe teaching and learning. Work is underway on developing assessment procedures. Some use is made of information and communication technology to support learning in art and design, but more could be done in this area. Artwork is displayed well around the school, which stimulates pupils and improves the school environment. Displays in other subjects are also enhanced by the pupils' art work, as in

history with their detailed drawings of Tudor houses and their collage of Tudor clothes. Pupils' illustrations of the festival of Diwali support and enhance the cultural development of all pupils.

## **DESIGN AND TECHNOLOGY**

105. Due to timetable constraints, it was only possible to see two lessons in design and technology for pupils in Year 2 and Year 6. In the lesson for the younger pupils, teaching was good and standards were above national expectations; in the lesson for Year 6 pupils, teaching was excellent and standards were well above national expectations. An analysis of previous work shows that pupils make good progress throughout the school. Learning is good overall for all pupils, including those having English as an additional language and those pupils with special educational needs. Pupils are systematically building up the key skills of designing and making as they go through the school. Teachers manage their pupils very well indeed and have high expectations; this helps to ensure that pupils' learning is good. Pupils in Year 2 are able to draw appropriate design templates for puppets. They use scissors with dexterity and discuss what they are doing. Year 6 pupils are building up a "giant" three-dimensional display of facets of life in Leeds from the 1700's onwards. They have constructed a river system with connecting canals, complete with realistic lock gates. Pupils have used their designing and making skills to a high standard in constructing 'cottages for workers'. Currently, pupils are making very effective pulley systems to lift loads from barges, to take them up to the warehouses that they had previously constructed. Other pupils are designing and making early trains; they use their knowledge of mathematics, when measuring the diameters of the wheels that they are affixing, to ensure that they are spaced appropriately. Mathematics is used routinely by these pupils. These initiatives are having a most positive effect on raising standards in design and technology.
106. Pupils respond very well indeed and show great enthusiasm for the subject. They enjoy their work and the Year 6 pupils showed outstanding attitudes. They were keenly interested in their work and persevered very well when meeting problems.
107. The co-ordinator, who is also the deputy headteacher, is very enthusiastic and has provided very relevant in-service training for his colleagues; he has produced a progressive scheme of work that emphasises links to geography and history where possible. Good use is made of information and communication technology and resources are good and are stored appropriately. Standards have improved well since the last inspection.

## **GEOGRAPHY and HISTORY**

108. Standards in history and geography are in line with national expectations by the end of Year 2 and Year 6, reflecting the position at the time of the last inspection. Pupils of all attainment levels and those for whom English is an additional language, are fully included in all lessons and make sound progress in developing their skills, knowledge and understanding, due to consistent teaching securely based upon the national guidance for both subjects.
109. By the end of Year 2, pupils have a sound knowledge of some of the important people and events of the past that affect our lives today, such as Florence Nightingale and the great Fire of London. Pupils of all abilities know Florence Nightingale's story and can explain what she did for the soldiers in the Crimean War and how her work has affected the way hospitals are run today. They develop a secure understanding of how ordinary people's lives change over time, as new ways of doing things are developed. They are particularly good at putting a series of events in order and writing about what happened at different times. In geography, pupils can use simple maps and know how symbols are used to show different places on a map. They are able to use these skills to draw simple maps showing the local area and their journey to school from their home.
110. By the end of Year 6, pupils' skills and knowledge develop well in most aspects of both subjects. Teachers give pupils plenty of opportunities to work together and to use pictures, maps and other documents to find out about topics for themselves. For example, in a Year 4 lesson, pupils were asked to look at reproductions of prints showing Henry VIII and to consider what he looked like and what he liked to do. Similarly, in a Year 6 lesson, pupils looked at photographs and written

descriptions of life in Victorian Leeds and considered what life was like for people then. In geography, pupils' understanding of maps develops soundly and they learn about different places around the world as well as their local environment and how Leeds has developed in recent times.

111. The quality of teaching overall in both subjects is satisfactory. In geography, only one lesson was seen due to the topic structure, but pupils' work indicates that overall pupils are taught the planned curriculum and make sound progress. In history lessons throughout the school, teachers manage pupils very well and organise lessons effectively, so that pupils behave very well and classrooms are orderly, calm places to learn. Teachers place a strong emphasis on developing pupils' basic skills of research and involving pupils in their own learning. They do this by providing a good range of pictures, photographs and other materials in lessons, which means that pupils learn how to use information to draw conclusions about the past well. Teachers place strong emphasis on discussion, which makes an important contribution to pupils' literacy skills and their social development. This interactive approach means that pupils have very positive attitudes to the subject and develop very good relationships with each other and staff. Overall, the range of activities is sound, but when pupils are recording what they have found out, too much use is made of worksheets, sequencing activities and factual writing. Pupils do not have enough opportunities to express their own ideas and feelings, so their ability to use descriptive language in their work is not as well developed as their factual and narrative skill. Information and communication technology is used well in lessons and some classes use history work in the computer suite to practise their skills. For example, in a Year 3 lesson, pupils were asked to highlight and drag text to match up with pictures as part of the topic on the Romans. In lessons, teachers respond well to pupil's questions and ideas. The marking of pupils' work is satisfactory and teachers make it clear what pupils have done well, but not enough comments are made to help pupils improve and develop their work.
112. The co-ordinator for history and geography gives sound leadership to the subject and has revised the curriculum since the last inspection in line with the most recent national guidelines. The range of resources has been developed well. However, there is no whole school approach to recording how well pupils are doing and, because she has no opportunity to look at pupils' work, teachers' planning or lessons, she is not able to give advice and support to colleagues on how standards or teaching can be improved.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

113. Standards at the end of Year 2 and at the end of Year 6 meet national expectations. By the end of Year 2, pupils use information and communication technology to assemble text. They use ICT packages skilfully to produce patchwork elephants. Pupils in Year 1 produce stunning firework scenes. By the end of Year 6, pupils routinely interrogate databases and use spreadsheets. They can present information in different forms and are aware of their audience and the need for quality in their presentations. Their presentations include appropriate use of hyperlinks and "action settings". Pupils' work on control, monitoring and modelling is at nationally expected levels. Pupils routinely use ICT as a tool to help their work in other areas of the curriculum.
114. Learning is good in both the infant and junior phases for all pupils, including those having special educational needs and those for whom English is an additional language. It was possible to see four lessons in this subject, which were all taught at least well. The overall quality of teaching is good. The school makes very efficient use of its new ICT suite; all classes are timetabled for two sessions per week there and the machines are networked to the computers in the classrooms, enabling further work to be carried out in class. Assessment is starting to be used effectively to monitor pupils' progress in this subject.
115. Pupils' response is very good indeed. They show great eagerness for and interest in, this subject. Pupils work hard in practising their skills and work co-operatively very well. They are not afraid to volunteer their own suggestions; relationships are very good.



116. The co-ordinator is extremely knowledgeable and keen to spread her skills through the school. She has already provided in-service training for colleagues and has had time to monitor and evaluate their work. There are appropriate computers in every classroom, which are all networked together and networked to the suite. The school is linked to the Internet and has its own web site. The website has been designed by pupils to a high standard and features work from pupils in each class. Pupils are involved in emailing pupils in other schools, including a school in Australia. There is an appropriate range of cross-curricular software. Great improvements have been made since the last inspection in terms of the hardware available; standards by the end of Year 6 have risen, teachers have good subject knowledge and pupils now have access to the full range of the National Curriculum.

## **MUSIC**

117. Pupils' standards in music are in line with national expectations at the age of seven and are above national expectations at the age of 11. This represents an improvement since the last inspection, when standards for both age groups were in line with national expectations. Pupils' achievement is good, because of the good teaching in classrooms and the appointment of a visiting specialist teacher who teaches singing throughout the school.
118. Pupils throughout the school enjoy their music lessons and performance is a strength, as seen in lessons during which pupils rehearsed well-known songs such as 'Morning town ride'. Behaviour is at least good in music lessons throughout the school.
119. By the age of seven, pupils can sing with good pitch and rhythm and with attention to expression and to louder and softer passages. They name and use a good range of musical instruments to accompany well-known songs. By the age of 11, pupils can sing in two parts to a high standard. They play untuned instruments, demonstrating control and rhythmical accuracy as they accompany songs such as 'Lazy Coconut' and 'Mango Walk'. They can clap rhythms and understand about rhythm patterns and the musical terms, 'tempo', 'rest' and 'pause'. Pupils in Year 5 demonstrated their skills and knowledge as they decided which elements of the song 'The Fifth of November' were using 'crescendo' and 'diminuendo'. Pupils in Year 3 used percussion instruments skilfully as they accompanied each other singing 'An Austrian went Yodelling'. They combined actions and words as they sang and performed the song to the class. Pupils understand that words must be pronounced very clearly when singing for an audience.
120. The teaching of music is good throughout the school. The use of a specialist teacher throughout the school is resulting in continuity and progression in singing and improved standards. Because the teaching of music is so enjoyable, pupils of all prior attainments make good progress and the music provision makes a good contribution to pupils' personal and cultural development. The lessons develop an understanding of musical traditions and development in a variety of cultures.
121. The subject does not have a co-ordinator at present. However, this has not had an adverse impact on standards, because the school has an established scheme of work, which guides teachers in their planning and ensures that pupils develop skills, knowledge and understanding in a consistent and progressive way. The opportunities for pupils to make music in extra-curricular activities such as recorder clubs and the school choir greatly enrich the music curriculum and also benefit their social and cultural education. Visiting teachers of the violin and brass instruments also enhance and enrich the curriculum. Satisfactory use is made of information and communication technology and resources are good. All pupils, including those with special educational needs and those for whom English is an additional language, enjoy music and are fully included in the lessons.

## **PHYSICAL EDUCATION**

122. At the last inspection, standards were judged to be above national expectations at the end of both Year 2 and Year 6. Standards are now in line with national expectations in Year 2 and above national expectations in Year 6 and thus have declined by the end of Year 2 and remained the same by the end of Year 6. The decline in standards at the end of Year 2 is because of the high

turnover of staff. All pupils in Years 1 and 2 achieve as might be expected in acquiring physical skills and handling equipment. As they move through the school, in Years 3 to 6, the achievement for all pupils is above that normally expected. The improvement in standards by Year 6 and the good achievement is a result of the good teaching and secure curriculum that meets statutory requirements.

123. Teaching was observed in all classes. Pupils have swimming lessons in Year 5 and nearly all pupils achieve the expected standard by the time they leave the school. During the inspection period, pupils took part in games, dance and gymnastics. Teachers' planning indicates that a full range of activities takes place and the statutory programmes of study are taught. A broad, balanced programme has been devised that meets the requirements of the National Curriculum. Practically all pupils are agile and physically fit. Extra-curricular activities at different times of the year also enhance standards.
124. Pupils in Years 1 and 2 begin to build up the basic skills of travelling and using space safely. They travel with, receive and send a ball in various ways, as they consolidate their throwing and catching skills. Their achievement is satisfactory because they recall simple actions well, but their control and accuracy are less well developed. In Year 1, pupils develop their dance activities well and their achievement is good. They think about time passing when listening to music. They move to an imaginary calendar demonstrating good control of their movements. They use space well and move in an imaginative and graceful way around the room, collecting their Diwali lights. They are beginning to describe the effects of exercise on their bodies and understand the need to cool down.
125. Pupils in Years 3 to 6 continue to develop their skills. Their achievement is good because they can sensibly discuss the effects of exercise on their bodies and show good control and accuracy by the time they leave the school. In Year 3, pupils use their bodies well as they become moving parts of a machine. They respond to and keep in time with the music as they use their imagination to immerse themselves in the dance. In Year 5, pupils explore Asian folk dance and work together well as a team, creating movement phrases that show a variety of actions, linking movements together. Pupils in Year 6 demonstrated their excellent skills, knowledge and understanding of dance as they rehearsed a performance for the whole school of 'Pandora's Box'. Pupils selected and combined skills, techniques and ideas and applied them accurately, showing control and fluency. They refined their skills and techniques as they improved their performance.
126. Pupils develop and extend their gymnastic skills as they explore travelling on the floor and along different apparatus, using curl and stretch shapes and movements. In Year 4, they develop and refine these skills as they move about the hall with care and explore travelling over, under, around and through apparatus. They find a three-point balance and hold it, then move onto two points and still maintain the balance. In Year 6, pupils engaged in rugby and hockey as playground games to enhance their passing skills, using different balls. They showed very good co-operation with others as they passed the ball and developed skills well. Pupils are aware of the importance of 'warm up' and cool down' and the effect exercise has on their health.
127. The quality of teaching is never less than satisfactory and was good overall, with some excellent teaching seen in Years 3 to 6. In one lesson, the tone was set as the teacher explained the rules and routines of moving around in the hall, and carefully outlined the skills they were going to develop. Pupils responded well, showing understanding of rules expected of them in the hall, and this led to improved performance in their dance skills as they refined and developed their performance. Examples of other good teaching were characterised by good control of pupils, efficient planning and delivery of lessons, high expectations of pupils and good pace and variety within activities. Where teaching was less effective, there was no change to the pace of lessons. Instructions were delivered carefully, but did not stimulate imaginative movement.
128. The subject is without a co-ordinator at the time of the inspection. However, because the subject had been previously well led and managed and the school has a scheme of work, which enables teachers to develop skills, knowledge and understanding consistently, standards have not been affected. A range of professional sports coaches, from Leeds Rhinos' Rugby League club and the

local rugby union club, as well as Leeds United Football Club, visit the school to support and encourage pupils. Resources are good and easily accessible. Assessment of the subject is through monitoring of planning, but this is insufficiently rigorous. Pupils with special educational needs and those for whom English is an additional language are fully included and make the same progress as their peers.

## **RELIGIOUS EDUCATION**

129. At the last inspection, the pupil's attainment in religious education, at the ages of seven and of 11, was judged as being below the expected level. The subject has improved since then and standards are now in line with the expectations of the local agreed syllabus for both age groups. Religious education is now being taught regularly and effectively in all classes and the provision for religious education generally promotes the pupils' spiritual, social, moral and cultural development well. Pupils with special educational needs and those for whom English is an additional language are well supported and progress at the same rate as others.
130. By Year 2, pupils have learned about the symbolic meaning of objects in relation to Christian baptism. They discuss the order of service, clothes, the font and special people present such as god parents, all of which helps them gain understanding of a set of values, principles and beliefs. Pupils develop their understanding of other world faiths as they learn about Diwali and gain understanding of the value of light in different cultures. By the end of Year 6, pupils have a clear understanding of the major world faiths of Hinduism, Islam, Judaism and Christianity. They study the stories of the festivals and symbols of light from a number of these religions and make reasonable comparisons between them and can talk about these.
131. The quality of teaching and learning is good overall. Most lessons are well planned to give all pupils a balanced and broad understanding of religions and their respective traditions and beliefs. In the best lessons, teachers' subject knowledge is secure and lesson planning and teaching place an appropriate emphasis on an overtly religious theme. Where lessons are less successful, the religious element is not sufficiently emphasised. Pupils' descriptive and imaginative writing needs to be developed. Teachers help pupils to explore some fairly complex issues, such as how religious observances and law filter into every day life and activities. Good use is made of resources such as the symbols of different faiths and visits to local churches. Overall, there is sufficient use of information and communication technology to support learning.
132. The co-ordinator is new to the post and works very hard to ensure that religious education is taught consistently across the school. Opportunities for spiritual development are included in work programmes and these, together with opportunities pupils already have to study the traditions and beliefs of major world religions, provide good support for spiritual and cultural development. The co-ordinator has monitored colleagues' planning, but has not as yet had any opportunity to check on standards of teaching and learning.