

# INSPECTION REPORT

## **HAREHILLS PRIMARY SCHOOL**

Harehills

LEA area: Leeds

Unique reference number: 107925

Headteacher: Mrs J Forshaw

Reporting inspector: Heather C Evans  
21374

Dates of inspection: 20 - 23 January 2003

Inspection number: 252901

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

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Darfield Avenue  
Harehills  
Leeds

Postcode: LS8 5DQ

Telephone number: 0113 235 0539

Fax number: 0113 249 4970

Appropriate authority: Governing body

Name of chair of governors: Malcolm Wilson

Date of previous inspection: 1 June 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21374	Heather Evans	Registered inspector	Physical education Education inclusion	What sort of school is it? Schools results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9520	John Leigh	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?
15236	Morag Thorpe	Team inspector	Art and design Foundation stage	
30651	Margaret Entwistle	Team inspector	Science Design and technology English as an additional language	
29263	Florence Clarke	Team inspector	English Geography History	How good are the curricular and other opportunities offered to pupils?

21910	Gordon Longton	Team inspector	Mathematics Information and communication technology Music	
30724	Delia Hiscock	Team inspector	Religious education Special educational needs	

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The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
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London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

This is a larger than average primary school in an area of Leeds where there is a very high-density population. Pupils live in homes where there is little space and few houses have gardens. There are 405 pupils on roll as well as two groups of 39 children who attend the Nursery classes on a part-time basis. There are 147 pupils who claim their entitlement to free school meals although some that qualify go home at lunchtime. Of the 346 pupils who speak a language other than English at home around 30 are at very early stages of learning English. The school has identified 65 pupils as having special educational needs and of these 7 have statements of special need. The chief reasons for needing additional help are speech and communication difficulties and limited social and behavioural development. On entry to the Nursery, attainment levels are very low when compared with those of most children of the same age nationally. Although they make good progress, by the time they leave the Foundation Stage more than half of the children have not attained all of the expected early learning goals. The previous deputy headteacher retired at the end of the autumn term in 2002 and was replaced in January 2003 by a new deputy headteacher who has worked in the school as a teacher for some years.

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

Harehills Primary School is an effective school at the heart of the community. Pupils have very positive attitudes towards the school and are eager to learn. The quality of teaching overall is good and a quarter is very good. The curriculum of the school has been developed to meet the special individual and group needs of pupils from a diverse ethnic mix. The arrangement to support all pupils and their parents are good. The school has been successful in addressing the issues listed at the time of the previous inspection in 1998 and is beginning to raise standards in English and mathematics. Whilst standards in English mathematics and science remain below national averages however, the staff recognise that there is a need to be constantly vigilant about seeking ways to raise standards. Provision for information and communication technology is greatly improved but is still being developed. The leadership of the headteacher and the senior management team, with the support of a well-informed and dedicated governing body, is very good. Taking all of these elements into consideration set against the careful use of available funding the school provides good value for money.

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

- Teaching is predominantly good and pupils are managed very well.
- Pupils' relationships with one another and with adults are very good.
- Pupils' attitudes to work and their behaviour in and around the classrooms are good.
- The overall provision for pupils' personal development and for their social and moral development is very good.
- Provision made for child protection and for pupils with special educational needs is very good.
- The leadership of the headteacher and the senior management team is very good.

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

- Standards in English, mathematics and science are below those expected at the end of Years 2 and 6.
- The role of the newly appointed subject co-ordinators in reviewing and enhancing total curriculum provision in some subjects is underdeveloped.
- The provision for secure outdoor play facilities for children in the Reception classes is inadequate.
- Despite every effort by the staff attendance levels remain at an unsatisfactory level.

*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 then staff training has ensured that those teachers whose quality of teaching was judged to be unsatisfactory have either left the profession or has been lifted to a standard that is now at least satisfactory and is most frequently good. The involvement of classroom support staff is now of a high quality and these staff members are monitored alongside the members of the teaching staff. All adults are now made fully aware of pupils' group and individual targets. The marking system has been revised and is used consistently and is working well across all classes. The health and safety issues raised in 1998 were dealt with quickly and successfully. Systems for monitoring attendance and improving punctuality are in place and these are having a positive effect on pupils' regular attendance at school. As attendance overall remains at an unsatisfactory level the staff are alert to the need for constant vigilance.

## STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			similar schools
	2000	2001	2002	2002
English	D	E	E	D
Mathematics	E	E	E	C
Science	D	D	E	C

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

In 2002 the standards attained in English and mathematics for 11-year-olds fell well below the average scores for pupils of the same age nationally and when compared with results in similar schools they were below average in English but were close to average in mathematics and science. When adjusted to compensate for the effect of pupils from overseas joining the school in Year 6 the results in both of these subjects improved to being above national expectations. By the age of seven, pupils' attainment level in reading in 2002 was below the national average and was well below in writing and mathematics. It was above that of pupils in similar schools in reading, but was below in writing and in mathematics. In other subjects attainment levels are close to national expectations except in design and technology where the school has identified a need to develop this subject further. Attainment in information and communication technology for pupils at the end of Years 2 and 6 remains below the expected level but is improving because of the recently installed new equipment. For pupils of all ages attainment in religious education matches the requirements of the locally agreed syllabus. Attainment in most other subjects for pupils across the school is in line with that expected nationally except in design and technology. The majority of children in the Foundation Stage do not attain all of the nationally recommended early learning goals by the age of five, sometimes because of irregular attendance but also because their English vocabulary is very limited. The overall level of attainment for pupils at the end of Year 6 has been below the national average for the past five years and improvement in standards has been inconsistent but, overall, it has been broadly in line with that of most schools nationally. At the time of the inspection, whilst there has been improvement across the school overall the standards are still below national expectations in English, mathematics and science for pupils at seven and 11. The analysis of the results shows that for those pupils who do not have special educational needs and who attend regularly for several years many attain and a few exceed the expected levels. The school has agreed realistic targets for the present year and challenging targets for 2004 that it expects to meet. Inspection evidence indicates that the new curriculum strategies now in place are helping pupils to reach their individual and group targets.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school; they want to learn and treat the building and the resources with care and respect.
Behaviour, in and out of classrooms	Behaviour is good because pupils are managed well and they have a clear understanding of the system of rewards and sanctions of the structured behaviour policy.
Personal development and relationships	The provision for pupils' personal development is very good. Relationships are very good and pupils show a clear understanding of the beliefs and values of others. Most pupils are developing good personal initiative and are beginning to take increasing responsibility for managing their own work especially in English and mathematics.
Attendance	Attendance is improving although in the present academic year it is still below the expected level. The school has made the improvement in punctuality and lifting attendance rates a priority.

The school's efforts to improve attendance and to encourage punctuality are proving to be effective and this work is helped by the promotion of the breakfast club. Despite these efforts those pupils who are frequently absent damage their own levels of attainment and those of their friends.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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 is predominantly good and was judged to be good or better in 7 out of every ten lessons observed. A quarter of lessons seen were very good and two lessons were judged to be excellent. Teachers have a good understanding of the basic skills required for pupils to learn mathematics and English successfully and they teach these skills well. Since the last inspection the percentage of very good lessons has increased because planning is more thorough and consistent. The monitoring of lessons has enabled good practice to be shared and incorporated into the teachers' strategies for helping pupils to learn. As a result learning is generally good in most lessons. The planning of teaching and support for those pupils with special educational needs and those learning English as an additional language, most of the school, enables all pupils to learn at a similar rate. In most lessons teachers use time well and the pace of learning is brisk. In the lessons where teaching and learning were only satisfactory there were fewer opportunities for pupils to be imaginative, manage their own learning and extend their own ideas.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets all statutory requirements. The extra opportunities provided through clubs and during visits to places of interest and visitors

	to the school are interesting and stimulating.
Provision for pupils with special educational needs	There is good provision for all of the pupils with special educational needs. Pupils are identified early and good quality targeted support is given.
Provision for pupils with English as an additional language	The provision for pupils learning English as an additional language is good and the pupils, who have more than thirty different first languages between them, are supported well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is well organised and pupils' individual talents and skills are well developed. Overall there is very good provision for pupils' spiritual, moral, social and cultural development.
How well the school cares for its pupils	The school cares well for its pupils. The policy and procedures for child protection are very good. Pupils' progress is tracked carefully in English and mathematics and information gathered is used positively to aid learning.

The school has strong links with parents. Curriculum policies and plans of intended work are reviewed regularly and the school is already working to improve the areas of curricular weakness. Visits to places of interest and visitors to the school enrich the opportunities for learning offered to pupils.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school by the headteacher and the senior management team are very good. They have a clear vision for the school and their enthusiasm, care and commitment motivates the staff and the pupils very well.
How well the governors fulfil their responsibilities	The governing body is fully committed to the school and provides effective support. It is dedicated to the standing of the school in the community and plays a leading part in decision making.
The school's evaluation of its performance	The school's awareness of its strengths and weaknesses is good. This knowledge enables staff and governors to make systematic progress in addressing identified areas for improvement.
The strategic use of resources	Initiatives are linked successfully to the sensible use of resources in order to support the priorities listed in the school development plan.

There is a good level of qualified staff who are deployed effectively. The school building is well maintained and is used very well. The lack of a playing field inhibits some opportunities for extending pupils' skills in physical education. The facilities for the Foundation Stage are adequate but there is no separate, secure outside play area for children in the Reception classes. Learning resources across the school are good and they are used well. The governing body is skilled in seeking to find the best value possible in all its spending. Following staff changes the leadership and management role of some new subject leaders is underdeveloped.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
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<ul style="list-style-type: none"><li>• Parents are very supportive of all aspects of the school and in the questionnaires and at the meeting for parents expressed very positive views about it.</li></ul>	<ul style="list-style-type: none"><li>• There were no significant issues raised by parents at the meeting or in the questionnaires although a few would welcome more homework in the classes for older pupils.</li></ul>
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The inspection team supports the many positive views expressed by parents. The way that homework is set and marked in line with the newly published strategies was seen to be working well.

## **PART B: COMMENTARY**

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

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

##### ***Strengths***

- *the progress made and children's overall good achievement between entry to the Nursery classes and leaving the Foundation Stage;*
- *pupils' levels of attainment in some areas of art and design and physical education across the school;*
- *the overall good achievement as shown by the learning and progress made by pupils including those with special educational needs and those learning English as an additional language.*

##### ***Areas for development***

- *the overall standards in the national statutory tests and assessments by the end of Years 2 and 6;*
- *pupils' skills and understanding in design and technology, across the school;*
- *pupils' skills and confidence in information and communication technology across the school and their use to enhance learning in other subjects.*

1. The Nursery caters for 78 children all on a part-time basis. The assessment undertaken in the Nursery class using a school based system indicates that children enter with overall attainment that is very low when compared with that of children of the same age nationally. By the end of the Reception year, attainment in physical and creative development is similar to that expected of children of this age and children's listening skills and personal, social and emotional development have improved greatly and are close to the expected level. Their skills in speaking in English remain below those expected for most children nationally although by the end of their time in the Reception classes their vocabulary is not extensive. Children's development in mathematics and knowledge and understanding of the world, whilst greatly improved, remain below the level found for most children of the same age nationally. Children with special educational needs and those learning English as an additional language to that spoken in their home make good progress as a result of the high level of skilled support provided. Children in the Foundation Stage achieve well and without this secure start the work of the main school would be even more difficult.
2. The results of the National Curriculum tests at the age of seven in 2002 show attainment to be below the national average in reading and well below average in writing and mathematics. The levels of attainment in 2002 were similar to those attained in 1998 in English and mathematics although standards in writing have fallen. When compared with results from similar schools standards were above average in reading, but below average in writing and mathematics. In these subjects the numbers of pupils who were learning English as an additional language and the number of pupils with special educational needs contribute to the overall below average standards. Teacher assessments in science indicate that pupils' attainments in the school were below average compared to both the national average and with those in similar schools. The school analysed the results of statutory and voluntary tests and embarked on a new programme for teaching mathematics that is beginning to show positive results. From the well below average start level, linked to the erratic attendance of some pupils, the school realises that the staff will need to be very focused and vigilant to hold onto the gains already made. The new strategies for teaching English, set in place in October 2002, have also begun to show that very

focused intensive work that meets the requirements of the National Literacy Strategy is beginning to bring about indications of improving standards. The achievements of some children who work in attainment groups that are exactly matched to their individual level of prior attainment are very good. Pupils are delighted to recognise and demonstrate their own newly discovered ability and success.

3. The results of the 2002 National Curriculum tests for pupils at the end of Year 6 showed standards to be well below the national average in English, mathematics and science. Following an appeal when an adjustment was made to take account of new pupils joining the school close to the test date having an adverse effect on results whilst English remained well below expectations standards in mathematics and science were above national expectations. Compared to similar schools, the school's results were below average in English but about average in mathematics and science. When compared with published standards at the time of the last inspection, standards in English and mathematics have declined whilst standards in science have improved. This is in part caused by the fact that just before the statutory tests in the summer of 2002 the school accepted a number of pupils into Year 6, from families seeking asylum, who had had no formal education within the English system and who spoke very little English. When the results were recalculated, as part of the analysis of results, omitting the low scores attained by these pupils, attainment levels overall showed a slight improvement to those found at the time of the last inspection in English. In addition, because of the impact of increased mental work in mathematics and increased amounts of experimental and investigational work in science standards in both of these subjects had improved.
4. Inspection evidence indicates that the additional help provided for pupils in Year 6 and the specifically designed work, structured to help individual pupils to meet their targets, means that the majority of average and above average pupils are now set to attain the expected levels. Some higher attaining pupils achieve very well and are on target to meet higher levels. Unfortunately, with an above average number in the present Year 6 class having special educational needs, the attainment level overall is likely to remain below the national expectations in English, mathematics and science. Across the school standards of work in classes and sets for younger pupils are being positively influenced by the intensive and very structured approach to teaching and learning in English and mathematics. In all groups the support provided for pupils with special educational needs and for the very many who are learning English as an additional language are helping all pupils to make progress at a similar rate.
5. In the classes for Years 1 and 2, pupils of all levels of attainment learn purposefully. The overall standards of work seen by many of the pupils in Year 2 remain below the levels expected for the National Curriculum in English, mathematics and science because pupils enter Year 1 at a level that is well below the national average. Overall learning and progress is good and attainment is improving systematically. Pupils with special educational needs are progressing at the same rate as the majority of their friends. In literacy, by the end of Year 2, reading is satisfactory. The pattern continues in Years 3-6 but the limited vocabulary of many pupils and their underdeveloped skills in speaking clearly and purposefully means that teachers have to constantly encourage, prompt and support their efforts. Written work reflects the programme in place for English but, as it is so new, it has not yet influenced writing in other subjects such as history or geography. In lessons much work in these subjects is carried out orally to encourage speaking aloud and extending specific vocabulary. The quality of handwriting is inconsistent and pupils need lots of encouragement and support. Many pupils however have begun to develop an attractive handwriting style and teachers place great emphasis on the good presentation of work.

6. By the age of seven almost all pupils can add and subtract accurately up to 20 and some to 100 in mental mathematics, often using apparatus to check their results and when recording work in their books. In discussion, pupils use correct mathematical vocabulary and they select the correct symbols with growing understanding. In science, because of the increased amount of practical and investigational work undertaken, standards in all of the areas of the science curriculum, whilst still below expectations, are improving. Where pupils are fully engaged in developing their own ideas and planning their own investigations, as seen in lessons in Year 4, the rate of progress is very pleasing. In Years 3-6 most pupils understand the place value of numbers up to 1000. The majority adds, subtracts, multiplies and divides using both decimals and fractions with a satisfactory level of accuracy. Almost all of the pupils now select suitable methods of solving mathematical problems from a range of known options.
7. In information and communication technology, whilst some groups of pupils in all classes display good skills, standards overall are below the expected levels. This is despite the efforts made to raise the profile of the subject by the subject leader. Pupils' skills in control technology are not fully extended. This is in part caused by an unavoidable delay in establishing the computer suite and in the installation of new computers in classrooms. The school has been in the last group in the area to receive nationally sponsored training and some teachers have still to complete this process. In religious education, pupils' knowledge and understanding of topics match the required elements of the locally agreed syllabus. In all other subjects, standards are close to expected levels except in design and technology across the school where they are below the expected level and in geography at the end of Year 6 where there was insufficient evidence to make a judgement. These attainment levels are achieved because so much of the curriculum is supported effectively by a highly committed staff, practical experiences, visitors to the school and visits to places of interest that extend pupils' knowledge. This is an improvement on the judgements made at the time of the last inspection. Across the school there are areas of above average attainment such as in pottery, in art and design and in gymnastics and dance as well as individual skills in tennis and football in physical education where special talents are fostered and celebrated.
8. Taking into account the well below average prior attainment for pupils, at the end of both Years 2 and 6 most are learning well and most work to the limit of their capacity. Pupils know what they have learned and recall experiences with pleasure and confidence. The targets set in English and mathematics for pupils in Year 6 for 2003 are realistic and reflect the below average standards seen during the inspection. Those set for 2004 are challenging and match national expectations but the school is confident that pupils will achieve them. Work seen during the inspection indicates that the school is making effective progress towards achieving the set targets. The overall level of attainment for pupils at the age of 11 has been below the national average for the past five years and improvement in standards has been inconsistent. Overall improvement however has been maintained at a level that is in line with that of most schools nationally. During the inspection and when scrutinising written work, no significant differences were evident in the work of boys and girls, although there are more boys who have identified special educational needs. This is because the school modifies the work set for individuals following its assessment and analysis of the past year's test results. The pupils learning English as an additional language are the majority group in the school and the majority of these do well but, for some, visits to their country of origin for extended visits and poor patterns of regular attendance mean that they do not attain the expected standard overall. The impact on the overall

results of the school means that the success of those pupils who attend regularly and on time are sometimes lost in the statistics. Discussion with parents and their response in the written questionnaires indicates that they are very satisfied with the standards, learning and progress that their children achieve.

9. Pupils with special educational needs make systematic progress towards learning the academic skills, knowledge and understanding required to achieve their set targets. Pupils with learning difficulties as their aspect of special educational need make good progress towards the targets in their individual education plans so that they achieve appropriately. They invariably achieve in line with their ability and precise targets, in their education plans, whether their personal plan or the group plan both of which are helping them to make positive strides towards achieving their goals. Taking into consideration their progress towards developing good standards of behaviour and personal development, overall they achieve well.

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

#### **Strengths**

- *pupils' attitudes to school are good;*
- *pupils' behaviour is good;*
- *personal development and relationships across the school community are very good.*

#### **Areas for development**

- *attendance and punctuality.*

10. Pupils' attitudes to school are good and they are eager to come into school at the start of the day. They move around the school calmly and with purpose. Pupils are keen to help visitors and to show them their own work. In class they concentrate well, show interest, reflect on what they do and involve themselves fully in the range of curricular and extra-curricular activities the school provides. Pupils are keen to get as much out of school as possible.
11. Teachers ensure that most lessons and other activities are interesting, challenging and well paced. These factors enable pupils to enjoy their learning. This was seen in a lesson in Year 2 in which pupils were asked to think about forms of transport. They needed to use their imagination, draw a plan of their selected vehicle, label it and then to write, in answer to such questions as "How does it travel?" and "What fuel does it use?" When experimenting with new ways of jumping and landing, in a physical education lesson in Year 1, particularly good attitudes to learning were seen with pupils excitedly using apparatus and demonstrating how well they were developing their skills. Pupils are very happy at school and most take great pride in their completed work. When given opportunity, pupils co-operate and work well together. Most pupils are keen to answer questions and are not afraid to contribute and test ideas.
12. Behaviour is good in lessons, around the school, at play and at lunchtime. There were many examples of very good behaviour in lessons. This good behaviour was maintained at lunchtime, where pupils had to stay in school because of rain, because of good organisation and supervision by the well-led team of lunchtime supervisory assistants. There was one fixed-term exclusion last year. The school has an effective behaviour policy that is well supported by school rules and class rules that are negotiated with and agreed by the pupils. There are clear procedures for improving unsatisfactory behaviour, including bullying. Any instances are dealt with by full consultation with parents. No oppressive behaviour, such as bullying or racism, was

observed in the inspection week. Pupils are polite and courteous to each other and to adults. Parents at the meeting and those who contributed to the questionnaire said that pupils are well behaved, and the inspection evidence supports this view.

13. Pupils' personal development is well supported and is very good. The school has worked hard to develop the personal attributes of all its pupils. Pupils show initiative, when given opportunity and are willing to take responsibility. They respond well to the range of jobs and responsibilities they are given and eagerly carry them out. These include taking registers back to the office, helping at lunchtime, taking care of the school fish and moving lunch boxes to and from the dining hall. Pupils in Year 6 act as playtime monitors, helping the younger ones. They enjoyed leading playtime skipping sessions. Older pupils show good personal initiative, they notice what needs to be done and do it. In all lessons, pupils are encouraged to think for themselves, develop ideas and answer questions. They are fully involved in the daily routines of the school and readily help one another. They take part in assemblies as seen in a skipping display observed during the inspection and grow in confidence as they progress through the school.
14. Pupils form very good, constructive relationships with one another, their teachers and other adults. Pupils work and play together well. They are all totally integrated into the life of the school. They respect differences and show that they understand the feelings of others very well. Examples of this are the care taken to identify, investigate and deal with any instances of possible racial discrimination. Pupils instinctively care for anyone with a disability; they include them fully in their work and play. There are many opportunities for reflection. Pupils discuss, for example, how to cope with being afraid, helping others, showing kindness and friendship and recognising the differences between right and wrong.
15. Although it is improving attendance is unsatisfactory. Despite the best efforts of the school, it is still below the national average. It is adversely affected by some parents taking their children on extended holidays in term time. Unauthorised absences are still above the national average. Most pupils arrive on time for lessons although some still arrive late. The lateness is monitored well and every instance is followed up carefully. Registration is very efficient and recording is accurate. This results in lessons starting on time across the school.

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

### ***Strengths in teaching and learning***

- *in the majority of lessons teachers' planning is clear and effective;*
- *teachers have very secure knowledge and understanding of the requirements of the National Curriculum;*
- *day-to-day assessment is used well to evaluate progress and extend learning;*
- *pupils are organised well and learning opportunities match their individual needs;*
- *the quality of teaching is predominantly good.*

### ***Areas for development***

- *some lessons are too long and then the pace of learning is slowed;*
- *teachers are sometimes too directive and they then inhibit pupils' opportunities to test their own ideas;*
- *the content of some lessons is limited and the lack of challenge fails to extend learning.*

16. Teaching is predominantly good across the school and there are examples of very good teaching. In the Foundation Stage, both in the Nursery and in the Reception



classes the quality of teaching is almost always either good or very good. There is shared planning between the Reception classes but the links between the strategies used in the Nursery and in these classes are not yet fully established. Teachers have a clear understanding of how children in the Foundation Stage learn through a process of structured play. There is a suitable range of learning experiences. Across the school, in the core subjects of English, mathematics and science, teaching is predominantly good. Teaching was observed in 89 lessons or parts of lessons during the inspection. The quality of teaching was at least satisfactory in all but 1 lesson. In 75 per cent of lessons teaching was judged to be at least good, including 24 per cent that were very good with 2 lessons, 2 per cent, judged to be excellent.

17. The understanding of their leadership and support role by the subject co-ordinators for English and mathematics has led to good planning by the teaching staff. This has had a positive impact on the quality of teaching in the core subjects. This staff development is an ongoing process and other subjects, especially; information and communication technology, and design and technology have been identified for additional attention during this academic year. The procedures in place are thorough and well organised and have worked well for teachers and pupils in the subjects that have already been reviewed. Teachers have begun the national training in information and communication technology but the second phase was deferred until after the inspection had been completed. At this stage of the term it is too early to evaluate what the impact on teaching and learning has been for the teachers and for the newly targeted subjects.
18. The school has successfully implemented and developed the national strategies for teaching literacy and numeracy and this means that the quality of teaching in literacy and numeracy is good. This is because the very structured and intensive nature of the planned work means that the organisation of lessons in these subjects is consistent across all groups and classes. Where lessons have been judged as no more than satisfactory they were frequently too long for the intended learning activity. In some cases work was not matched to the pupils' prior attainment. In these lessons the pace of learning slows, some pupils lose interest and opportunities to refine skills are lost. In practically based lessons such as the best ones in science, art and design and physical education when pupils are totally committed to their work, time flies and every opportunity for learning is exploited to the full. Most teachers have secure subject knowledge, and this forms the firm foundation on which pupils' learning is based. Lessons are well structured and follow the recommendations of the relevant national guidance. Teachers select methods well fitted to the purpose for teaching the whole class and written tasks are tailored to meet the pupils' needs. The few remaining weaknesses in teaching are mostly linked to individual teacher's lack of confidence and knowledge in particular subjects. This is shown in design and technology and for teachers who are still awaiting additional training in information and communication technology. Although all teachers are very able to support pupils with basic skills some remain uncertain when using the Internet as a means of supporting research. Teachers' instructions and guidance in lessons are mostly detailed and clear. Pupils of all ages and attainment levels know what they are doing and why.
19. Basic skills are taught well. Teachers discuss issues with pupils using carefully structured questioning designed to extend pupils' thinking and to promote their learning. Pupils are learning to use equipment carefully and to examine results in a perceptive manner posing and answering their own questions. They are encouraged to search out relevant information and to record their findings systematically although too often they are given an approved method rather than working one out for themselves and then deciding which way is best. A very positive approach to teaching

was seen to good effect in a science lesson for pupils in Year 4. Pupils investigating the properties of conduction and resistance in an electric current, listed the materials that they thought would conduct electricity and established ways of recording their findings. They then examined their results and agreed on a workable and accurate rule as to which materials were good conductors and which were good insulators.

20. In one lesson, in a predominantly Year 6 group, the teacher's excellent in-depth knowledge of the English curriculum enabled her to set very demanding and challenging work for pupils. This then resulted in pupils analysing a range of texts and identifying different styles of verse, some with pairs of rhyme and others where the rhyming words were found in different places within the text. Following the discussions and investigations, pupils drafted and refined their own work, demonstrating growing skills in composition and comparison of poetic form with pleasing presentation and accurate spelling.
21. Across the school, teachers' personal knowledge, interest and enthusiasm together with their high expectations in some subjects are challenging pupils well and are helping them to develop their skills. The drive for high levels of achievement and attainment is an important part of the school's planned work and is a pleasing aspect of the best lessons but is lacking in some where teachers do not provide enough opportunities for pupils to test themselves against their set targets. In the lessons judged to be good or very good, although teachers require pupils to complete a great deal of work, learning remains fun. The teachers' control, organisation and management of pupils are good. In these lessons work is frequently difficult but, because it is interesting and the teaching is stimulating, pupils are willing to make great effort. They then enjoy achieving the shared objective. Pupils of all ages and attainment levels benefit from reflecting on the purpose of lessons and, when used best, the end of lesson review session helps them to evaluate what they have learned and how to use this new knowledge in other lessons. In a few lessons, this vital evaluative element is missed because the introduction is too long and pupils do not complete their objectives in time. Teachers are encouraging pupils to make good use of their skills in information and communication technology to support work in all subjects in the classrooms but the lack of efficient computers for most of this year has hampered this aspect of their work. The newly installed machines arrived just two days before the inspection and the instinctive use of computers to support and extend learning in all classes is only just being promoted again in lessons.
22. In the core subjects of English and mathematics, pupils always work in sets or groups matched to their prior attainment. Additional staff members make the systems adopted work very well. Pupils are well challenged and are expected to work hard and to give of their best. This is supported very well by the provision of booster classes for pupils preparing for statutory tests and by specific additional support to develop and extend skills in literacy and numeracy.
23. Pupils with special educational needs, including those with a statement of their needs, make good progress. Teachers and support staff cater well for pupils needs and are aware of next learning steps. There are warm relationships in lessons giving pupils the message that 'it's OK to make a mistake.' Individual education plans are usually dovetailed into teaching plans for a group of pupils with similar needs. In literacy and numeracy, targets for each pupil and those for groups of pupils are linked particularly well into the next activities. In these successful lessons, often led by high quality support staff, pupils make an accelerated rate of progress in reading and writing skills because of the teaching rigour. This is built into succinctly planned teaching sessions that encourage and challenge pupils to move on their learning in carefully graded

steps. Pupils thoroughly enjoy this work and respond enthusiastically. Targets and achievements are shared with pupils and their parents, adding momentum to pupils' success. They usually work with their friends for most subjects and teachers ensure that activities generally build on skills gained.

24. A particular strength of the school's provision is the support provided by the teaching assistants. They help in a variety of ways including explaining tasks to pupils, especially for those learning English as an additional language, ensuring pupils remain on task and contributing to the assessment procedures and reporting their findings to teachers. The help provided in all lessons enables pupils learning English as an additional language, the majority in all groups and classes, to learn effectively.
25. Homework is used well to support learning across the school. As part of the home and school agreement parents are encouraged to help their children to learn at and ways are provided to give parents help in doing this. Work set is intended to enable pupils to revise or consolidate learning and, following its completion, is used to good effect in subsequent lessons. The marking policy is clear and the quality of marking is good. Teachers often mark work alongside individuals, offering oral advice and encouragement. This is a useful way of sharing practical ways forward with pupils.

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

### ***Strengths in curricular provision***

- *the effectiveness of strategies for teaching literacy and numeracy;*
- *the number and quality of visitors and visits;*
- *the increased availability of computers and good quality software for information and communication technology;*
- *the links made with other schools to develop the selected literacy project;*
- *provision and support for pupils with special educational needs;*
- *provision for those pupils learning English as an additional language.*

### ***Areas for development***

- *provision and planning for design and technology;*
  - *the consistent use of skills in information and communication technology to support learning in other subjects.*
26. All subjects of the National Curriculum and religious education are taught. The school has decided, with the approval of the governing body, to put a heavy emphasis on literacy and numeracy. In the short-term this has had an effect on the provision for some of the other subjects including design and technology. The emphasis on literacy and numeracy is however proving to be effective and standards are improving. The school is preparing pupils well for the next stage of their education. Enhanced confidence and self-esteem are evident amongst the pupils. There are policies for all subjects and staff have adopted the government's suggested outlines for most other subjects. Planning for English and mathematics is based on work from commercially produced schemes. The school lacks a field and outdoor physical education is restricted to the playground. The school has, however, fostered good links with local sporting clubs and makes good use of their facilities to ensure delivery of the full physical education curriculum.
  27. Curriculum planning in the Foundation Stage ensures that the six areas of learning receive appropriate coverage with particular emphasis being given to personal and

social development, language and literacy and mathematics. The school is committed to including everyone and the curriculum is totally accessible to all pupils. This commitment is seen in the good arrangements for teaching literacy to those pupils with special educational needs and those who are learning English is an additional language. The staff is representative of the pupils' ethnic background, acting as positive role models and providing a good range of bilingual support.

28. Good quality provision for pupils with special educational needs continues to be strength of the school. The school has successfully implemented the requirements of the new code of practice. Pupils have full access to all areas of the curriculum because the school addresses pupils' needs carefully and is intent on raising standards. Revised and robust arrangements are extending pupils' reading and writing skills, boosting pupils' understanding and, parents report, are bringing smiles and confidence to work that was previously considered difficult. Support staff work very closely with teachers and pupils, including those with statements of special educational need, by guiding pupils in their classroom activities. Activities are planned in small groups for these pupils in the selected literacy programme and they match their needs. This high quality level of matched work and support is lifting pupils' confidence, because they can see for themselves how much they have learned, particularly in literacy and numeracy lessons. The promotion of subject-specific vocabulary as, for example, when pupils discuss 'evaporation' and 'variables' when conducting a scientific investigation is proving to be beneficial in other subjects. Numeracy skills are satisfactorily promoted in other subjects. For example, pupils use co-ordinates in geography and use their knowledge of numbers to construct historical time-lines.
29. The school successfully provides activities to broaden pupils' experiences, enrich the curriculum and stimulate work. These include visits to places of interest such as the Yorvik Centre in York, together with local places of worship, museums and art galleries. Pupils enjoy visits from people with specialist knowledge and expertise. These visitors include representatives from ethnic minority groups and people from the community who talk to the pupils about their experiences as well as a talented potter who teaches and shares his expertise with pupils throughout the year. Pupils are also given experiences of live theatre and musical performances. The quality and range of activities provided outside lessons is stimulating and interesting. At present these are predominantly sporting or social activities but the school has well-advanced plans to introduce a computer club.
30. Strong links with the community add much to the breadth and relevance of the curriculum. Clergy from local churches are regular visitors to the school and take assemblies. Connections with local sports clubs, including Leeds Rhinos, enhance the physical education curriculum. A local sponsor regularly enables pupils to go on outings. Visits around the immediate locality, for instance to look at local houses and buildings, support pupils' work in all areas of the curriculum.
31. All pupils benefit from the very effective contacts that the school has established with other educational institutions. In implementing the selected literacy programme, the school is well supported by staff from Nottingham University. There are very good links with a number of schools in the area who are also engaged in the project, to exchange mutual support and advice. There are strong links with the linked secondary schools. Pupils' school records are passed on to the receiving schools. Teachers from both sectors confer about the work done to ensure continuity in learning. Pupils enjoy 'taster days' to find out what the schools are like and experience for themselves what a science laboratory is like. These arrangements successfully

facilitate the pupils' transfer to new schools. Harehills has close links with local training institutions and accepts their students into the school. The links with other local primary schools supports many areas of the curriculum well as pupils from the schools have opportunities to meet and engage in a variety of activities.

### **Personal development, including spiritual, moral, social and cultural development**

32. The provision for pupils' personal development, including their spiritual, moral, social and cultural development, is very good overall. This provision has been maintained and strengthened since the last inspection.

#### **Strengths**

- *the provision for personal education is very good;*
  - *the provision for spiritual development is good;*
  - *the provision for moral development is very good;*
  - *the provision for social development is very good;*
  - *the provision for cultural development is good.*
33. The curriculum for personal, social and health education is very good. It helps to promote good behaviour and to develop pupils' good attitudes to learning and to one another. There is a good set of plans to develop personal and social education, including citizenship and health education, which takes place mainly through designated lessons, but also through subjects such as religious education and science. Attention is given to the dangers of the misuse of drugs and to sex education. There are good opportunities for pupils to acquire the knowledge and skills for making informed decisions about healthy living.
34. Provision for pupils' spiritual development is good. Pupils develop spiritual awareness in many areas of the curriculum particularly in religious education, personal and social education and during collective worship. They share acts of collective worship, which offer opportunities for stillness and reflection and enable pupils to consider ideas about consideration for and helping others. Teachers value pupils' questions and give them space to reflect on their own ideas and concerns. When on a visit to Whitby younger pupils were amazed when they encountered the realistic statue of Captain James Cook, who they had been learning about in their work. Teachers give pupils the opportunity to understand human feelings and emotions and their impact on other people.
35. The school promotes pupils' moral development very successfully through its positive behaviour policy. There is an effective scheme of rewards and sanctions, which is clearly understood by the pupils. Class rules are clearly displayed. Good behaviour and achievement in terms of effort made as well as the quality of the work are celebrated and rewarded. Respect for others needs, interests and feelings and positive caring relationships are central to the schools' ethos and adults provide good models of these attitudes. There are opportunities to explore moral issues through class discussion, for example the justification of taking an original Indian design and converting it for commercial use in the pattern now known as Paisley.
36. The school provides a very good range of experiences to promote the pupils' social development. Praise is used frequently to build self-esteem and confidence and pupils are conscious of their own worth. Social skills are developed when pupils engage in evaluating the work of others. Staff are effective models of social behaviour because they show genuine respect for others and promote very good relationships.

The school successfully fosters a sense of citizenship and concern for others by supporting a variety of charitable causes. Each year some of the food contributed to the Harvest Festival is sent to the Leeds' School Holiday Camp in Silverdale. The school ensures that pupils have opportunities to assume responsibilities in school such as preparing the hall for assemblies and tidying the classroom. Pupils from Year 6 take turns to look after younger pupils at playtime and are given the responsibility of selecting one young pupil to receive a 'playtime friend award.' This participation is aimed at encouraging positive attitudes amongst younger pupils. There are opportunities for pupils to represent the school in competitive sport.

37. The provision for cultural development is good. The school actively promotes social and racial equality by providing many opportunities for pupils to experience and appreciate the multicultural nature of both the school and the wider community. Visitors to the school are used effectively to introduce a variety of cultural traditions. For example, a parent who is a Sikh rehearsed and presented dancers for Basakhi and the Pastor from the 'New Testament Church of God' came to school to talk with the pupils. Collective worship celebrates the cultural and religious festivals of the different groups in the school, promoting understanding and appreciation of the diversity of these traditions. Educational visits develop pupils' awareness of their own culture and traditions and those of others. Pupils regularly visit local places of worship such as the Mosque and the Church of England. Cultural development is also promoted through other subjects and through an interesting range of educational visits linked to lessons. These include visits to museums, art galleries and places of geographical and historical interest. Pupils study the work of a range of artists and learn about and listen to the work of various composers. Through studies in history and geography, pupils are developing an understanding of the ways in which earlier societies like the Tudors or the Victorians have influenced our lives today.

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

### **Strengths**

- *procedures for child protection, health, safety and welfare of pupils are very good;*
- *the measures taken to promote good attendance are very good;*
- *the procedures to monitor and provide effective support to the personal development of pupils are very good.*

### **Areas for development**

- *additional training of lunchtime supervisory assistants in behaviour management and child protection.*

38. The school has very good procedures for child protection and for ensuring the welfare, health and safety of its pupils. There is a clear health and safety policy that has been reviewed recently and is supported by the adoption of the policy of the local authority. A range of procedures supports them very effectively. Risk assessment is good. Accident reporting meets requirements and staff have recent first aid training. The school does all it can to ensure the health and safety of its pupils.
39. Behaviour is monitored well in and out of the classroom, using a balanced system of rewards, praise and sanctions. Pupils are used to receiving recognition for good work or improved effort. As a result they follow the well-understood guidelines for promoting good behaviour and enjoy each other's company. Bullying or harassment is very rare and is never tolerated. Parents know that all reported issues are dealt with firmly by the headteacher. The headteacher recognises that there is a need to provide additional training for some of the mid-day supervisors.

40. The school provides a secure, caring and welcoming environment for all its pupils. For those with a disability, there is ramped access to all parts of the school, a disabled toilet and a lift is provided should it prove difficult to manage the steps. There is a welcoming breakfast club that is having a significant impact on lateness and unauthorised absence. The learning mentor visits homes and provides a valuable and appreciated link between parents and school. This support is promoting a marked improvement on children's achievements and ability to learn. Staff know the pupils in their care individually and show genuine interest in their welfare, which results in very good relationships. Good supervision of pupils throughout the day makes a most effective contribution to the health and safety of pupils.
41. Child protection procedures are very good. There is a designated person for child protection issues, who has been fully trained. Local procedures are followed and pupils are monitored. There are good links with relevant agencies and those with parental responsibility. The school works well in partnership with all the appropriate agencies to secure pupils' welfare. Staff are well aware of what to do if they suspect, or have disclosed to them any concern that an individual child may need protection. Some lunchtime supervisory assistants, however, have not been fully trained in child protection issues. Appropriate safeguards protect pupils when using the Internet.
42. There are very good procedures to promote, monitor and improve attendance. The school rewards classes with the highest weekly attendance. Pupils prize these awards highly. There are very good procedures in place aimed at reducing lateness. Parents are very well informed about the need for good attendance and the effect of persistent lateness and unauthorised absence on standards. The learning mentor visits homes and provides support and help to parents and pupils where attendance or punctuality has been identified as being a problem. The school has made great efforts to reduce the incidence of taking extended holidays in term time. It has introduced procedures to demonstrate its reluctance to give permission to a request to take pupils out of school in term time, as there is a significant effect on their learning.

#### **Strengths in assessment procedures**

- *the assessment of learning and progress in the literacy and numeracy initiatives;*
- *analysis of children's attainment on entry;*
- *the analysis and use of the results of statutory and voluntary tests.*

#### **Areas for development**

- *use the assessment procedures that work so well in English and mathematics to guide and enhance curricular development in other areas of the curriculum.*

43. The school has good procedures for assessing pupils' attainment and progress. In English and mathematics these are very good. A carefully planned and systematic programme of statutory and voluntary testing is carried out throughout the school. The results are analysed very thoroughly and used effectively to track the progress of individual pupils and to set appropriate targets for future attainment. This gives the school a clear overview of how it is doing and what it needs to target for future action. It also provides good evidence for the school to establish the success of its work and the raising of standards. Teachers use information gathered about the pupils' work effectively to plan work. They also use the data to predict expected National Curriculum levels for individual pupils at the end of Year 6. The teachers' evaluations for all other subjects are used to check pupils' progress in relation to National Curriculum levels in line with the statements within the nationally recommended

guidelines but this work is not developed sufficiently to be used to drive up standards.

44. The school's use of assessment information is good. In the Foundation Stage it is used effectively to provide activities for the children that closely match their needs. The information gathered is used to target groups of pupils for additional support and this is having a positive effect on standards in English and mathematics. In the chosen literacy programme, which is based on the study of texts, pupils are assessed in reading at the end of each eight week period. From these assessments teachers are able to gauge the next level of work or whether pupils need to be moved into another group. The marking of pupils' work in English is central to the assessment procedures in place to let pupils know how well they are doing in their writing and for deciding targets for improvement. As a result, the teachers know the needs of their pupils well and make appropriate and informed provision in most lessons for different learning needs. Information from an analysis of the statutory national test results is used effectively to adjust teaching and the curriculum. Pupils now have individual targets in mathematics and science.

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

### ***Strengths***

- *parents and carers views of the school are very good;*
- *the information provided to parents and carers about pupils' progress is good;*
- *the links with parents and carers are good.*

### ***Areas for development***

- *continuing the encouragement and support to parents and carers to enable them to contribute more effectively to their children's learning.*
45. As at the time of the previous inspection, the overwhelming majority of parents have very positive views of the school. They are pleased with the improvements the school has made. The school has a valued position within the community. Most of the parents spoken to said that they thought highly of the school. Parents and carers are very satisfied with the quality and effectiveness of what the school provides and achieves. They have the view that their children are making good progress and that they are well informed about the progress that each one is making. Most parents consider that their child gets the right amount of homework and would feel comfortable approaching the school with questions and problems. They say that they are confident that the school works closely with families and that the school is helping their child to become mature. All these views are supported by inspection evidence.
46. The quality, relevance and usability of general information provided by the school to parents and carers are at least satisfactory. Each year group has a termly newsletter, which is very informative, and includes what is being done in literacy and numeracy as well as any specific area of study in other subjects. This includes suggestions as to how parents might help their children at home, for example, by learning new words or practising neat handwriting. The school prospectus is informative and is easy to read and meets all requirements. Parents spoken to during the inspection week said that they had a clear understanding about what their children were learning in the school. There are manageable strategies in place to keep in touch with parents who speak little English and explain what is important for them to know about the work that their children do in school. One very helpful way is that there is almost always an adult available who can speak to parents using their community language. The school provides information and supports parents in such a way that every family including those, who do not speak English as a first language, is helped to support their



children's learning.

47. The reporting about the progress made by pupils with special educational needs is good. Most parents of identified pupils are supportive, involved and attend the review meetings. The reporting on progress for other pupils is also good. Annual reports to parents describe achievement and progress, individual targets are set and attainment is linked to National Curriculum attainment levels. Additionally these reports include information on social development and on pupils' personal and social development as they work to become well-rounded citizens. The school makes clear reference to help its parents understand progress by using a three-point scale that indicated whether pupils are working towards, working at or working beyond national expectations. The school provides many opportunities throughout the year for formal meetings and informal meetings with parents where they can discuss their children. There are also good opportunities for parents and carers to have information about learning and the curriculum.
48. The school is successful in promoting and encouraging links with parents. It is welcoming to family members and operates an open door policy. As a result parents are at ease when approaching teachers. Members of staff are readily available to discuss pupils with parents either informally or by appointment. A small number of parents and friends of the families provide help and support in the life of the school. The parents and voluntary helpers, who support work in school, are engaged in a range of activities. They are highly valued by the staff and make a significant contribution to children's' learning.
49. The contribution of parents to children's learning is satisfactory overall and most families give effective support, for example in reading and encouraging their children to do their homework. The school has implemented home-school-child agreements. The teacher, the family and the child have accepted obligations under this scheme and each one signs the agreement. Families are encouraged to make a commitment that their child will attend regularly and that all holidays will be arranged outside of term time. Recently the school has revised the policy for setting and marking homework and has reminded parents of the importance of keeping the conditions of the agreement and this has improved the amount and quality of homework that is being completed.
50. A few of parents thought that the school did not provide a sufficiently interesting range of activities outside lessons. Inspection evidence does not support this view as the school provides an interesting range of social and sporting activities. Learning is supported in various ways outside the normal school day. Pupils can take advantage of opportunities that include the breakfast club, visits to places of worship, sporting activities such as rugby, swimming, cricket, dance and pottery. They benefit from experiencing the work of theatre groups in school and visits to places such as Whitby and to Eden Camp. During the inspection at the end of some days both girls and boys were observed developing their football skills in the hall supported by skilled adults.

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

### ***Leadership strengths***

- *the headteacher, senior managers and the chair of governors have a strong partnership and a clear vision for the future development of the school;*
- *the subject co-ordinators provide good leadership for colleagues particularly in English, mathematics, information and communication technology, and for special educational needs;*

- *with the headteacher, the governing body and the key staff lead the school effectively.*

### **Management strengths**

- *the school has practical strategies in place with which to evaluate strengths and areas for development;*
- *the plans for strategic management and shorter term development are clear and well-structured;*
- *the budget is managed well and governors are aware of ways of evaluating best value in their decision making;*
- *the teaching and support staff are well qualified and have a wide range of experience;*
- *the management and use of assessment systems is good in English and mathematics.*

### **Areas for development**

- *extending the skilled use of assessment information seen in some subjects to science and other subjects;*
- *further opportunities for the very limited secure space outdoors for developing the physical skills of children in the Foundation Stage.*

51. As at the time of the previous inspection, the school is led and managed very well. The headteacher, together with the senior management team members of the governing body, have a shared purpose and a clear vision for the future development of the school. Their purposeful leadership has enabled the school to rectify most of the areas of weakness identified during the last inspection and there is an ongoing drive to improve further. There is a shared understanding of the strengths of the school and the leadership team is providing effective guidance as to where action is still required. The improving standards being attained across the school by pupils in English, mathematics and science are evidence of their commitment to accepting the challenge of working towards academic success.
52. The governors' committee structure works well and, together with the senior management team, provides a clear and positive educational direction for the school. The school improvement plan and the longer-term strategic management plan, drawn up in consultation with staff and governors, are useful documents that list priorities, track improvements and identify areas for future development. Together, they present an organised programme for sustained improvement and include review dates that demonstrate success criteria and the monitoring of progress made. The governing body provides informed support and is meeting its statutory requirements well. Governors understand the issues concerning target setting and their individual and collective responsibilities for this work. There are named governors who play active roles in supporting pupils with special educational needs and monitor provision for literacy and numeracy. These governors regularly attend appropriate training and share knowledge learned with others.
53. The school's arrangements for financial management and control are good. The school's administrator and the headteacher work well with the finance officer from the local authority to ensure that the budget is tightly controlled. The finance committee's experience and expertise ensure that the school seeks to secure the best possible value in its use of learning resources, personnel and accommodation. The chair of the finance committee and members of that committee are well-informed and they understand the financial implications of school management. These governors have a growing understanding of the principles of 'best value'. An example of this is their commitment to the review of staffing levels and providing additional skilled staff for booster classes, with the intention of raising standards at the end of Year 6. That in 2002 more pupils in Year 6 achieved the expected attainment level than in previous

years demonstrates the effectiveness of these decisions. Governors are aware that the targets for the present year are lower than would be wished but reflect the capabilities of a group of pupils who have more difficulties than is usual. For this reason they have agreed to the school's ambitious programme of curriculum modification that has included the introduction of a commercial programme of work called 'success for all'. This intensive approach has had a significant impact on available development time for other subjects and governors are keeping this situation under careful review.

54. The quality of curriculum planning and the use of assessment have been addressed successfully and both of these aspects are better than during the previous inspection. The headteacher, both the former and present deputy headteacher, and the curriculum leaders have begun to address the identified weaknesses in a systematic way. This improvement is reflected in the use of their analysis of pupils' work in English and mathematics and the resultant changes in planning and teaching. Teachers work very effectively with colleagues in other classes to share their skills and expertise in subjects across the curriculum. The change in leadership in many subjects means that some subject co-ordinators are still getting to grips with what needs to be done.
55. Strategies for the performance management of staff are well organised and teachers find that the targets set provide a good way for improving their work. The headteacher and members of the senior staff have shared in a programme of work to monitor and evaluate the quality of teaching in the classroom and to help and support any colleagues who have been experiencing any difficulties. It is intended that as other subject leaders gain in experience that this work will be extended to include all subjects across the school. The school uses assessment information effectively to set targets aimed at improving future performance for groups and individuals. The increased use of information and communication technology for assessment and tracking pupils' individual and group progress is proving to be very useful in tracking the progress of different groups and individuals. It offers great scope in enabling teachers to compare the effect of any initiative with different sets of pupils.
56. The overall provision for pupils with special educational needs is good. The very good co-ordinator for special educational needs (SENCO) ensures that pupils' needs are met by using the information gained from assessment. She monitors planning to ensure that all of the identified needs of pupils are being met. Liaison between the co-ordinator, the class teachers, support staff and the external agencies is very good. There is effective organisation and implementation of the identification, support and monitoring procedures. The governing body is kept very well informed of the progress made by pupils with special educational needs. The school and governing body ensure that all funds allocated for special educational needs, including additional funding from within the school budget, are spent as specified. Skilled and experienced classroom assistants provide good support for pupils and for teachers.
57. The accommodation is spacious and is used very well. Alterations from the open-plan style of the building to provide for more intensive teaching and learning including the provision of a new computer suite have been completed very recently. Resources are good overall and the newly installed machines in classrooms are intended to extend pupils' work in all subjects using information and communication technology. The facilities for outdoor play for children in the Reception classes have been identified as being in need of improvement and some of the resources for learning in the Foundation Stage are in need of review and replacement in the near future.

58. The commitment and clear-sightedness of the headteacher and chair of governors, who work very closely together, has meant that the school has made good progress since the last inspection. Practical systems for moving the school forward have been established. The school is in a good position to go on to improve further. Taking into account the evidence of good and very good teaching, the very good attitudes and relationships between all the people involved in the school and the good behaviour of pupils set against the slightly above average financial resources, the school provides good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to raise standards and to make further improvements the headteacher, governors and staff should:

- (1) Work to raise standards in English, mathematics and science using the strategies that have been introduced and as are set out in action plans linked to the school improvement plan;  
*(Paragraphs 3, 44, 60, 83, 84, 85, 86, 94, 99, 102, 105)*
- (2) Develop the leadership and management role of the new subject leaders to empower them to be as equally effective as those for English, mathematics, information and communication technology and in the role of SENCO and use the assessment strategies that are proving to have a positive effect in groupings for English and mathematics to target precise teaching in other subjects in order to:
  - (a) increase the content and challenge in lessons and lift pupils' and teachers' expectations in order to raise standards;  
*(Paragraphs 7, 55, 101, 108, 121, 123, 140)*
  - (b) broaden and enrich the range and scope of curricular opportunities and make better use of cross-curricular links to strengthen learning;  
*(Paragraphs 18,21, 53, 64, 90, 91, 104, 106, 118, 121)*
- (3) Investigate all possible ways of improving facilities for pupils in the Foundation Stage by reviewing the range of teaching and learning equipment and providing secure outdoor play facilities for children in the Reception classes as set out in the action plan linked to the school improvement plan;  
*(Paragraphs 57, 78)*
- (4) Maintain constant vigilance to ensure that pupils attend regularly and on time to enhance the learning potential of every pupil.  
*(Paragraphs 2, 8, 15, 42, 49, 66)*

## **The impact of support for pupils learning English as an additional language**

60. The procedures in place to raise standards for pupils learning English as an additional language (EAL) are good and are proving to be effective. The school is committed to raising the attainment of all its pupils, 93 per cent of whom are of minority ethnic family background. Because the percentage of pupils with EAL has risen to 83 per cent, most of the school's major decisions are directed to this end. The adoption of the 'Success for All' English scheme and the appointment of staff with dual language skills, are two examples of the school's commitment. The school is highly responsive to the language and personal needs of its pupils and takes seriously the responsibility of teaching its diverse mix of pupils to the best of its ability. A shining example is the speedy development by the English co-ordinator and key staff of an 'early arrivals' programme for some twenty refugees and asylum seekers. This illustrates the teachers' positive attitudes towards new challenge and their readiness to act to meet an immediate need.
61. Teamwork is a key feature of the school's approach to teaching its pupils with EAL. There is close liaison between the EAL co-ordinator, who is at present the headteacher, the SENCO, the English facilitators and the assessment co-ordinator. This system works very well in ensuring that individual pupil's needs are correctly identified, with accurate distinctions between SEN and EAL. This is a strength of the school.
62. The curriculum and parental support assistants and key skills officers, funded by the Local Education Authority using ethnic minority achievement funds, are also important members of the school team. Their active presence about the school presents good male and female role models to lift the aspirations of minority ethnic pupils. They and other bilingual support staff are given a good deal of teaching and extra-curricular responsibility. They teach carefully selected groups of EAL learners in English and other subjects so that the work can be carefully matched to the stages of language acquisition. They also give good support within lessons, providing translation during lesson introductions and supporting EAL learners in their group tasks.
63. The management of these teaching assistants has improved by leaps and bounds since the last inspection. The EAL manager, who until December 2002 was the deputy headteacher, has taken his co-ordination role very seriously. He has monitored their teaching regularly so that the 'repetitive dull practice tasks' described in the last report had now gone. As unqualified teachers, they are presently meeting the challenge of teaching the newly-introduced Success for All scheme very well, and their teaching is good overall. The school will wish to continue to monitor its effectiveness as the scheme beds in across the school. Weekly meetings keep the team informed and feeling valued. They attend all school-based in-service training and plan alongside the teaching teams. They take a good level of shared responsibility for items such as the school's monitoring returns for the LEA. They represent very good value for money.
64. Teachers have a good understanding of the strategies for teaching EAL. They can refer to a good quality school list that shows understanding of the recognised strategies such as visual support, practical activities, careful scaffolding of writing tasks and writing frames. They try to make resources, displays and exemplars in the wider curriculum reflect the cultures and language of the pupils. With the introduction of the new scheme, it is important that the school will monitor and sustain this breadth of language experience beyond the set English lessons. The school has elected to work with its chosen intensive scheme in English at the initial cost of spending less

time on other subjects. Teachers are aware that this is only acceptable in the short-term as they realise the benefits of using work in other subjects to revise or reinforce work and skills learned in English. For instance, limitations in the design and technology curriculum prevent the pupils from developing non-narrative writing for a very real purpose.

65. As yet the school does not formally monitor and report on the achievement of each separate ethnic group. Nevertheless, the school's tracking systems, using a program of computer software take good account of ethnicity, as does the target-setting information shared with parents. This newly introduced computerised assessment and recording system should allow the school to make a more exact check on any differences in attainment between the different groups. These include the majority Pakistani group of pupils and those of Indian, Bangladeshi, Black African, Caribbean, Chinese, white U.K heritage and other pupils who sometimes stay at the school for only a short time. An excellent recent move is the introduction of an assessment programme to establish the stage that each child has reached in the acquisition of English from the earliest steps to Stage 7 of the nationally approved stages. This is already being used very well to match pupils to teaching groups in English and teachers are keen to maximise its usefulness.
66. With the majority group in the school being pupils learning EAL the results of this work echo the entire provision and effectiveness of the school as a whole. Overall the procedures are good and have a positive effect on the work and learning of all of the pupils. The effect of the provision means that all pupils learn and work at a similar rate and that learning is generally good. For those pupils who attend regularly and do not miss many lessons it is often very good when set against their attainment levels on entry to the school.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	89
Number of discussions with staff, governors, other adults and pupils	49

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	21	44	21	1	0	0
Percentage	2	24	49	24	1	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	405
Number of full-time pupils eligible for free school meals	0	147

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	65

English as an additional language	No of pupils
Number of pupils with English as an additional language	346

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	26

### Attendance

#### Authorised absence

	%
School data	92.1

#### Unauthorised absence

	%
School data	0.6



National comparative data	94.1
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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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	33	25	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	24	24
	Girls	20	20	20
	Total	44	44	44
Percentage of pupils At NC level 2 or above	School	76 (91)	76 (91)	76 (91)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	26	26
	Girls	22	17	21
	Total	49	43	47
Percentage of pupils At NC level 2 or above	School	84 (93)	74 (91)	81 (91)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	24	33	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	17	22
	Girls	25	26	30
	Total	37	43	52
Percentage of pupils At NC level 4 or above	School	65 (61)	78 (57)	91 (84)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	15	17
	Girls	23	23	25
	Total	29	38	42
Percentage of pupils At NC level 4 or above	School	48 (62)	63 (56)	70 (76)
	National	73(72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year . These tables have been adjusted to take note of the impact on the results. of children from overseas.

**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	31	0	0
White – Irish	0	0	0
White – any other White background	20	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	17	0	0
Asian or Asian British – Pakistani	281	1	0
Asian or Asian British – Bangladeshi	7	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	10	0	0
Black or Black British – African	4	0	0
Black or Black British – any other Black background	6	0	0
Chinese	2	0	0
Any other ethnic group	13	0	0
No ethnic group recorded	14	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**

<b>Qualified teachers and classes: YR – Y6</b>	
Total number of qualified teachers (FTE)	20
Number of pupils per qualified teacher	21.25
Average class size	28.8

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

Total number of education support staff	19
Total aggregate hours worked per week	465

### **Qualified teachers and support staff: Nursery**

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	39

Total number of education support staff	4
Total aggregate hours worked per week	130

Number of pupils per FTE adult	19.5
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001/02
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	£
Total income	1,059,018
Total expenditure	1,016,637
Expenditure per pupil	2,295
Balance brought forward from previous year	-18,490
Balance carried forward to next year	23,890

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	8

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	442
Number of questionnaires returned	163

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	34	0	0	0
My child is making good progress in school.	48	47	2	0	4
Behaviour in the school is good.	47	40	7	1	5
My child gets the right amount of work to do at home.	50	34	9	5	2
The teaching is good.	65	29	1	1	3
I am kept well informed about how my child is getting on.	53	37	7	2	2
I would feel comfortable about approaching the school with questions or a problem.	55	36	6	0	3
The school expects my child to work hard and achieve his or her best.	65	28	4	1	2
The school works closely with parents.	42	50	4	1	2
The school is well led and managed.	49	37	6	1	7
The school is helping my child become mature and responsible.	52	41	4	1	2
The school provides an interesting range of activities outside lessons.	37	37	9	4	12

No other issues were raised by parents

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

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

67. Children in the Foundation Stage are taught in the Nursery and two Reception classes. In the Nursery, the children attend part-time for either the morning or afternoon session. Almost all the children in the Reception classes have attended the Nursery. Children's attainment on entry to the Nursery is very low; particularly in communication, language and literacy and in the aspects of mathematics and other areas of learning which require proficiency in English. This is confirmed by initial assessments both at home and in school. Children gradually settle into the Nursery and make good progress towards the nationally agreed Early Learning Goals. Those children who have additional difficulties in one or more aspects of learning are quickly identified and, because of well-focused support and positive attitudes by all teachers and support staff, they make good progress.

#### **Personal, Social and Emotional development**

68. As a result of well-established routines and good teaching, most children learn very well. They are well behaved and work and play alongside each other in a friendly and co-operative manner. This feature is particularly good in the Reception classes but in the Nursery, there are a few occasions when some pupils are allowed to work silently and independently for too long and therefore do not have sufficient opportunities for speaking either in their community language or in English.
69. Children respond well and consequently achieve well as a direct result of the responsibilities given; for example, children in the Nursery register independently and those in the Reception classes decide on the messages of the day. They are good listeners, at times better listeners than speakers, and respond enthusiastically to the opportunities given for joining in class and group activities. Children for whom English is an additional language are supported well by teachers and other adults. In the Reception classes children take greater responsibility for their own equipment and allocating resources. By the time they leave the Foundation Stage most children have attained the expected level in this area of learning.

#### **Communication, Language and Literacy**

70. Throughout the Foundation Stage, the teaching of this area of the curriculum is good, children learn well and make good progress. In the Nursery, many children do not express themselves clearly in English and some use single words or gestures to convey meaning. Nearly all of the children are learning English as an additional language and about half are at the early stages of speaking English. The high quality of the teaching means that the children's communication skills are being developed well and are systematically reinforced. Children become active listeners who respond well and gradually use talk to good effect. Very good relationships and the quality of prompts and questions during group speaking and listening sessions are strengths in all classes. In both the Nursery and the Reception classes teachers assess children's progress carefully before planning the next activities. Lessons are interesting, nearly always visual and involve the children; therefore, they are enthusiastic, ask questions, and in most cases show a gradually emerging self-confidence. For example, in the Nursery, children sequence the order of dressing a doll or counting in mathematics. Many wait without interrupting until it is their turn to

speak. A few children speak fluently, expressing their own ideas clearly. They begin to use speech for an increasingly wide range of purposes. There is however a significant number of children who are reluctant to speak and need a great deal of support both individually and in small groups.

71. Children enjoy sharing books with adults and listening to stories. In the Nursery most children understand that print carries meaning and recognise their names. During the inspection, most children, some with the help of parents, took responsibility for finding their name labels and using them for self-registration and labelling their bottles of milk. Mark making is planned and practised in a wide range of activities throughout the Foundation Stage. Children in the Nursery attempted to write for a wide range of purposes; for example, prescriptions in the 'Doctor's Surgery'. Tracing, drawing, forming shapes and letters are part of a carefully planned progression throughout the Nursery and Reception classes. The more confident and average-attaining children in the Reception classes recognise some sounds, some frequently used words and the names of the characters in the stories they read. Children enjoy listening to stories and in the Reception classes joined in stories such as 'We're Going on a Bear Hunt'. Some children have begun to write individual letters and there are many opportunities for them to develop independent writing. Some children however, in the lower-attaining groups in the Reception classes, have difficulty during reading activities as they do not recognise or remember all of the words. On these occasions they do not progress well as they are not fully involved. Overall on entry to the National Curriculum in the classes following the Reception classes the majority of children have not attained the expected learning goal and their attainment is well below that of most five-year-olds nationally.

### **Mathematical Development**

72. Children's mathematical skills are very low when they enter the Nursery. Because of consistently good teaching throughout the Foundation Stage they make good progress especially in the numeracy and shape aspects of mathematics. In the Reception classes many count to 10 and the more confident children count to 30 and all children learn and sing a range of number rhymes. Throughout the Foundation Stage teachers give children a wide variety of practical number activities which develop their understanding. For example, in the Nursery nearly all children recognise at least four colours, match objects by colour and the majority are able to count at least to five. With adult prompts children compare size and shape when filling containers with water or sand, understanding vocabulary such as 'full' or 'empty'. Many recognise 'triangles', 'circles' and 'squares'. They use the accurate mathematical language of position, such as 'next to' and 'in front of'.
73. In the mathematics lessons observed, those children capable of higher attainment in the Reception classes apply their numeracy skills and knowledge of money in the shop and other children are beginning to recognise and use a range of coins. Evidence from books and lessons indicates that although the more experienced children use their number skills confidently, most the support of apparatus in all aspects of mathematics. When children leave the reception classes and move into Year 1 their attainment level which much improved is below that expected for children of the same age nationally.

### **Knowledge and Understanding of the World**

74. Teachers give children a rich variety of activities that enables them to learn about, appreciate and value the world in which they live. In the Nursery, children investigate

properties of sand, water and dough and describe their appearances. They understand that water and sand take the shape of the containers while dough and clay can be rolled and formed into many different shapes. They understand changes that take place when ingredients are mixed and then cooked to make a range of food especially for the many cultural and religious festivals, which they celebrate. Children learn well and make good progress in the Reception classes where they use investigations and observations to learn about themselves, their health, animal life and the environment. In the Nursery children eat fruit during some break times to encourage healthy eating.

75. Children in the Nursery learn about the physical world around them and know the routes from their class to the play area. This knowledge is developed further in the Reception classes where they described journeys from home to school and know the differences between city and seaside areas. They develop a greater understanding of the different buildings in the community, especially mosques, churches, the different types of shops and their importance to family life. Children progress well from the Nursery where they name the different members of their family to the Reception class where they plot a timeline to show a sequence of toys used from babyhood to children who are 5 year olds. In the Reception classes children understand the need for a healthy diet, exercise and safety in the home, in school and on the road.
76. Children use information and communication technology (ICT) for a satisfactory range of purposes. They know that switches control machines such as video recorders, CD players and computers. Those children observed demonstrated good mouse control when using art packages to create pictures. In the Reception classes children have insufficient opportunities for using ICT for language activities either when using listening centres or computers. A wide range of visits enhance children's understanding of the area where they live and different environments. Although children in the Foundation Stage learn a great deal in the time in all the classes the majority do not reach the expected early learning goal by the time they move into the main school.

### **Physical Development**

77. Children benefit greatly from the opportunities provided for them in this area of learning and, because the teaching is good, they learn well and make good progress. The majority achieve most of the Early Learning Goals apart from those associated with writing. In the Nursery for example, children show good co-ordination when throwing balls, aiming at different objects and climbing on the fixed apparatus. Children use a wide range of wheeled vehicles confidently following the outlines of the area and avoiding collisions. During the Reception year, children's movements are refined as they acquire a wider range of skills. Although no physical education activities were observed in lesson time, judgements are based on observing children playing at lunchtime, during writing and drawing activities and the displays of children's work.
78. Although children in the Reception classes have time to use the outdoor area, there is insufficient space at present to provide for additional equipment. The improvement of the outdoor facilities specifically for children in the Reception classes has been accurately identified by the headteacher and staff as an area for development and is reflected in the findings of the inspection team. Children handle construction equipment and paints with care and accuracy. They make good progress throughout the Nursery and Reception classes in drawing and early writing skills. Some children use pencils to draw a wide range of shapes including lines and circles; the more able



children attempt to write some letters of the alphabet.

79. The range of planned activities in the Foundation Stage allows the children to use tools, materials and equipment safely and with increasingly fine control in all aspects of physical development. They show good co-ordination when using pencils, scissors and fabrics; for example, when making teddy bears with moving parts.

### **Creative Development**

80. Children achieve well in this area of learning because of the many rich and diverse opportunities provided for them. They all make good progress throughout the Foundation Stage in painting, collage and use of texture; for example, children in the Nursery use colour and large brushes boldly when painting and recognise most colours. Children in the Reception classes learn well and make good progress in pictorial compositions. They use texture effectively in their pictures of frosty days and carefully designed collages using a wide range of materials. An exciting activity took place in the Reception classes when children designed and made puppets on sticks for a shadow puppet play based on the story of 'Kipper's Toy Box'.
81. Pupils make excellent levels of progress in clay work where they benefit from the excellent teaching and expertise of a professional potter. In the Nursery class they learn how to handle clay and form it into different shapes. They learn how to extend a shape by pinching and stretching and also add detailed marks to enhance the appearance.
82. Children progress well in musical activities. They listen and respond very enthusiastically to a wide range of music and, in the Reception classes, sing many Nursery and number rhymes and other songs from memory. They sing with good articulation, accurate pitch and have a good feel for rhythm. Children experiment with and play a wide range of percussion instruments. Throughout the Foundation Stage children have many opportunities for role-play. By the time they leave the Foundation Stage children have attained the levels expected in these areas.

### **ENGLISH**

83. Standards attained in the most recent National Curriculum tests at the end of Year 6 were well below average. Standards attained in the most recent National Curriculum tests at the end of Year 2 show below average attainment in reading and well below average attainment in writing. Inspection evidence indicates that standards of attainment of pupils in Year 6 are below the national average and in Year 2 they remain below those attained by pupils of similar age nationally and lower than the standards found in the previous inspection. Factors contributing to these lower than expected standards are:
- *on entry to the school many pupils have poor language skills and undeveloped listening skills, these pupils are unable to express themselves clearly;*
  - *the Year 6 class taking the National Curriculum tests in 2002 included a number of pupils who had joined the school from a foreign country having no knowledge of the English language on arrival;*
  - *there is a larger than average number of pupils in the present Year 6 who have special educational needs;*
  - *the composition of the present group of pupils in Year 6 has varied over the years due to high pupil mobility, higher than average incidence of special educational needs and long-term absence.*

Inspection evidence indicates that standards are improving throughout the school.

This improvement is due to various factors:

- *The commitment of staff in the school to raising standards;*
- *The implementation of a new strategy for teaching literacy;*
- *The consistently good teaching throughout the school.*

84. The school has identified raising standards in literacy as a priority and has undertaken a rigorous analysis of test results. It has recently introduced a commercial programme, 'Success for All'. This programme is highly structured and delivered through a daily ninety-minute literacy session. Pupils are organised in mixed age groups based on prior attainment. They take part in listening, speaking, reading and writing tasks and are involved in regular testing, monitoring and evaluation by teachers and the pupils themselves. The staff is fully committed to the initiative. Inspection evidence indicates the project is proving to be successful in raising levels of attainment in all aspects of English particularly speaking, listening and reading.
85. English is not the first language for most pupils. They enter the school with undeveloped communication skills in English. Teachers and support staff all place a high priority on the development of speaking and listening skills. Pupils of all ages have many opportunities to express their thoughts and ideas. The use of stories and poems to develop language skills through the literacy programme is particularly effective. Pupils' confidence in speaking and expressing their ideas develops well but by the time they are seven many still have a more limited range of vocabulary than is expected at that age. By the time they are eleven however, the standards of speaking and listening are close to those found in most schools. Pupils listen with sustained concentration to their teachers and to one another. They apply the skills and knowledge introduced in literacy in their responses speaking confidently and taking account of the views of others.
86. The direct teaching of reading to focus on meaningful sentences and interesting vocabulary makes a significant contribution to the extension of pupils' spoken language. In responding to a poem, one pupil spoke of a unicorn's horn 'piercing the night like a lance'. When requested to expand an answer and support it with reasons, pupils of average and above average attainment levels have a good range of vocabulary and express their ideas at length. Across the school while for some pupils standards in reading are below national expectations, by the end of Years 4, 5 and 6 average and higher attaining pupils are reaching and, in some cases exceeding, the level expected. Pupils of all ages enjoy books and most pupils enjoy the daily literacy sessions. Paired and group reading strategies provide daily reading tasks that require collaboration, oral responses and reading for meaning activities. Pupils receive good encouragement to explore a wide range of texts and to extract specific information from passages of writing to support their ideas.
87. By the age of seven, pupils make good use of their knowledge of sounds to read accurately and establish meaning. Books are well matched to attainment. Higher attaining pupils in Year 2 read expressively and fluently and talk about their favourite stories. Most pupils in Years 3 - 5 enjoy reading a wide range of popular children's fiction such as J K Rowling's Harry Potter stories and books by Roald Dahl. Many pupils express enjoyment of texts encountered in the literacy programme and are keen to read other books by authors such as Dick King-Smith. Some higher attaining pupils in Year 5 and Year 6 enjoy more complex texts such as J R R Tolkien's 'The Hobbit', the Lord of the Rings' and 'The Fellowship of the Rings'. A high attaining pupil in Year 5 confidently discussed books by Eva Ibbotson and Diana Wynne Jones

comparing them with the Harry Potter books.

88. By the time they are seven, higher and average attaining pupils know that sentences begin with a capital letter and end with a full stop. Pupils make good use of phonics to attempt to spell harder words independently. They write simple sentences accurately and create interesting stories and accounts, which use imaginative and wide-ranging vocabulary. This was seen to good effect when writing accounts of the Great Fire of London. Older pupils make satisfactory progress and by the age of 11 they write increasingly complex sentences using connectives and metaphors. Ideas are extended in a clear sequence and spelling is mainly accurate. Pupils of all ages benefit from developing their skills and extending their understanding of the processes involved in writing. They are taught to plan their writing systematically, considering the introduction, the main events, conclusion, and specific vocabulary they intend to use. A significant number of pupils continue to require support to make full use of the imaginative ideas that they express orally when writing. For the higher attaining pupils the quality of independent, extended writing is not much above average but with teachers' support and opportunities to redraft work, imaginative writing develops in structure detail and description.
89. The grouping by prior attainment for the teaching of English is having a positive impact on attainment and progress. Pupils move between groups when rates of progress indicate significant improvement or additional need. The school identifies the needs of all pupils through careful assessment procedures. Pupils with special educational needs and those for whom English is an additional language learn well and make good progress because the support they receive is good.
90. The quality of teaching seen in lessons during the inspection was predominantly good and occasionally very good with one example of excellent teaching. By using the structure that has been developed teachers are confident about what they are doing. Lesson plans show what is to be learnt in detail and there are many different activities within each session. Teachers are highly organised with the correct resources available. They are knowledgeable about what they are trying to achieve. Teaching is generally lively and successful in engaging the pupils' interest. In the best lessons teachers have a good understanding of the planned tasks. They prepare these to ensure that each part of the lesson moves at an appropriate pace and ensure that pupils are consistently challenged by what they are being asked to do. Occasionally the time spent on very similar activities within the lesson is too long and the initial impetus of the teaching at the start of the lesson is lost. In these lessons the rate of pupils' learning declines. Teachers use very good management skills that enable pupils to learn in an orderly atmosphere. Relationships are very good. Pupils feel secure and they participate confidently in lessons, knowing that their contributions will be valued. Teachers use questioning well to check recall and understanding of previous learning and to promote thoughtful reflective answers. The adopted programme is very structured and in each lesson teachers follow a plan that details the exact procedures to be followed. Objectives that list what pupils are expected to know or be able to do by the end of the lesson are always specific and are shared with pupils. Pupils are therefore clear about the purpose of the tasks they are given. They are encouraged to evaluate their own progress against the plans at the end of lessons. Teachers, very good relationships with pupils and familiarity with their levels of attainment was shown to good effect in Year 1 when pupils made very good progress in developing reading skills. All pupils were totally involved in the learning experiences taking place and delighted to demonstrate what they knew and could do.
91. The effectiveness of the teaching of literacy skills throughout the school is good overall. Teachers use correct vocabulary when teaching other subjects and they do

this well to ensure that the speaking skills of pupils are extended. However, opportunities for older pupils to extend their writing skills in other subjects is not consistent. For example, in history, pupils' written work is frequently restricted to answering questions.

92. The use of information and communication technology to support learning in English is satisfactory and there are examples of work on display where pupils have used their developing skills in word-processing to produce stories. In literacy lessons however, computers are not generally used to support learning.
93. The management of the programme for literacy is very good. The two facilitators provide strong leadership and a clear direction for the subject. Pupils' progress and learning are carefully monitored. All staff have received a high level of training and support. The dedication and commitment of all staff have been instrumental in the initial success of the project. Although in its infancy, results are encouraging.

## **MATHEMATICS**

94. In the results of the 2002 national tests standards in Year 2 were well below those in all schools nationally and below those in schools with a similar proportion of pupils entitled to free school meals. In Year 6, overall standards were well below those in schools nationally but similar to those in schools with a similar proportion of pupils entitled to free school meals. This low result was due to very few pupils reaching the higher Level 5 although the percentage attaining Level 4 was close to that in schools nationally. When adjusted to allow for pupils from overseas joining the class close to the tests, the percentage of pupils attaining level 4 was above that in schools nationally. This represents a significant improvement in the results compared to the previous year. There is no marked difference between the attainment of boys and girls. Inspection evidence indicates that standards of attainment remain at a level below expectations by the end of Year 2 and Year 6. There is strong evidence to show that work in other years indicates that pupils in many classes are making good progress and a significant number of pupils in Years 4 and 5 are already on course to attain Level 4 or above. This is positive a result of the changes made to the curriculum and to the pattern of teaching.
95. The reasons for standards remaining below average overall are because:
- *there is a significant number of pupils throughout the school, particularly in Year 6 who have special educational needs;*
  - *most pupils enter the school with very low levels of mathematical understanding;*
  - *the behavioural problems displayed by one group earlier this year delayed progress until a change of personnel resolved the problem;*
  - *a significant number of pupils enter the school into the older classes, after the normal starting time, who have little or no knowledge of the English language.*
96. In response to the identified difficulties there has been a review of the curriculum and style of teaching and as a result:
- *teachers are now confident when matching work carefully to prior levels of attainment in groups;*
  - *expectations for work to be completed in the lesson to a good standard are found in all classes and sets;*
  - *there is skilled well-informed support for those pupils who find learning and sustained effort to be difficult.*
97. Teaching and learning are good overall. Teaching is never less than satisfactory and is predominantly good. Teachers follow the adopted scheme of work that complies

with the recommendations of the National Numeracy Strategy very well. They identify what pupils will be taught in each lesson and how they will be helped to learn. In most lessons these objectives are shared with pupils so that they know what is expected of them. At the end of lessons, time is spent reviewing what has been learned so that teachers have useful information from which to plan the next part of the teaching and learning programme.

98. In a lesson in Year 2, pupils show how to add and subtract single digit numbers from multiples of ten. Whilst some pupils used 100 number squares to support their work, those few pupils capable of higher attainment readily add or subtract the numbers and use their knowledge of mental arithmetic well. Pupils understand how to tell the time using digital and analogue clocks. They read information using their knowledge of tables but need to practise these more at home. Pupils in Year 6 work well using multiplication of decimals. At the beginning of the lessons, pupils calculate simple multiplication sums mentally. The teachers use good systems to improve the pupils' speed of thought and understanding of number bonds. This is further developed when pupils work on more complicated examples in their books. An analysis of work in Year 6 books shows that pupils cover an appropriate amount of work in length, weight and capacity as well as producing graphs to help solve problems.
99. As part of the school's initiative to raise standards the school is using a very intensive and structured approach. The adopted scheme recommends that teachers follow the published advice very carefully. There are times when this inhibits some teachers from using flair or innovative approaches, although, generally, it is beginning to be effective and is improving standards of attainment especially in Years 3, 4 and 5 where standards are now broadly in line with national expectations. At the beginning of every mathematics lesson, pupils with special educational needs are grouped within separate groups close to the classroom where they receive good support, which enables them to make good progress as the work is very carefully matched to their prior attainment. Learning support assistants and staff responsible for assisting pupils with English as an additional language help these pupils to become more familiar with mathematical language and they, too, are now making good progress.
100. The school is beginning to use information and communication technology to support learning. For example in a Year 2 lesson pupils carried out work on the computer supporting the knowledge they had just learned. Year 6 pupils have used computers to solve problems based on the cost of a family holiday. New computers had been installed in the classrooms only a few days before the inspection and computers have not been used very effectively in several classes for some time and therefore pupils' skills in using information and communication technology to support learning have been adversely affected. Pupils enjoy mathematics and try hard to complete the tasks set. Pupils co-operate with each other well, offering to help if a friend is in difficulty. Most listen well and are keen to answer questions.
101. The subject manager is developing the subject well. Improving standards of planning, teaching and learning in the subject has been a very high priority. The monitoring of teaching and learning in the subject has taken place on a regular basis and teachers have received targets to help improve their performance. Assessment is now well organised and the results gathered are used very well. Some classes have set individual targets for pupils to aim for and pupils are aware of what they must do to improve and to reach higher performance levels. Current action plans show that the co-ordinator is accurately targeting what still needs to be done. For example, in-service training has already been planned for later this term in space, shape and measuring. The national training that the school has just begun is intended to

increase the use of information and communication technology in the subject. The school is now well set to improve further in mathematics.

## SCIENCE

102. Standards in science have improved over the past three years but remain below average for most pupils at the end of Years 2 and 6. The school is rightly delighted with its best results ever in the 2002 statutory tests for eleven year olds in which an above average proportion of pupils attained the higher levels. The overall average did not match the national results, but it was as good as other schools in similar circumstances. When adjusted to allow for pupils from overseas joining the class close to the tests, the percentage of pupils attaining level 4 was above that for all schools nationally. The current Year 6 classes contain a significant proportion of pupils who learn slowly and find scientific ideas difficult to understand. These classes have a lot of ground to make up and will struggle to meet the expected levels in 2003. In the infant classes, teacher assessment in 2002 showed that more pupils reached the expected level for seven-year-olds than in similar schools, although as yet their work is generally below average and few pupils attain at the higher levels.
103. There are a number of reasons for the improvement in standards:
- *teachers are more aware of the standards to be reached by each year group if better results in statutory national testing are to be achieved;*
  - *teachers have a sound understanding of the scientific concepts and ideas to be taught and explain these carefully, building up the learning step by careful step;*
  - *the adoption of the nationally-approved scheme of work enables teachers to set the work at the right level and to plan lessons that interest pupils;*
  - *bilingual and support assistants give effective help to pupils with English as an additional language and those with special educational needs.*
104. Pupils learn well in lessons. They are keen to learn and watch with interest as their teachers demonstrate techniques or experiments. They also pay careful attention to the teacher's introduction even when this lasts for too long. Pupils have good ideas and are eager to find things out for themselves. They are willing to think and to answer the teacher's questions. In Years 1 and 2, the teachers concentrate on helping pupils to understand scientific concepts and scientific vocabulary. The bilingual support staff helps in this very well. Pupils respond particularly well to the work on health, growth and living things, especially when it is practical in nature such as during a visit to the local woods. They squeal with delight at seeing the root system of a pot-bound spider plant! The teachers make sure that the pupils record their work in a range of ways, such as life-cycle diagrams or lists of 'parent and young' as well as in simple statements of fact, so that all have a chance to show what they know and consolidate understanding. Since most pupils start in the Nursery at a very low level, this represents good progress overall.
105. Pupils build upon this good start well in Year 3 where almost all of the work has an exploratory, practical element such as scratching rocks to investigate their properties or stretching elastic bands to explore forces. In these lessons the teachers expect high standards of written recording. In the classes for older pupils, progress is at least steady and is good in those classes where the teachers expect the greatest effort from the pupils. Pupils steadily increase their factual knowledge, and are prepared systematically for the level expected of them in Year 6. For instance, in Year 5, pupils' knowledge of air and water, air pressure and evaporation leads them nicely into work on separating liquids and solids in Year 6. Unfortunately the pupils in the current Year 6 classes are not attaining as highly as most eleven-year-olds

nationally. This is partly because of the higher than average proportion of pupils with special educational needs in this group and a high number who find it difficult to understand and retain the complexity of key scientific concepts. This group has also had additional problems with more pupils joining and leaving the group than is normal for the school. Another contributing factor is that the small groups of pupils capable of higher attainment in classes across the school have not always been sufficiently targeted in lessons to extend their learning. They have not been routinely challenged to make connections and relate their observations in one lesson to broader areas of scientific knowledge. In turn this means that too many pupils' skills in recording, reading scales, creating graphs and setting up investigations for themselves, with due regard to variables, are not as good as they should be.

106. There is more good teaching now than at the time of the last inspection. Half of the lessons seen were good or better and there were no unsatisfactory lessons. Teachers have strengthened their subject knowledge since the last inspection. They are able to question pupils well and move them along in their thinking, teaching them the correct terminology as they go. Teachers plan their work carefully to include at least one practical investigation in each unit of work and are looking to develop investigative science, listing it as a priority for 2003. There is evidence that when given the opportunity, pupils can plan what to do and how to do it for themselves. For instance, pupils in Year 4 planned and designed a range of possible tests to find out which materials were good conductors of electricity and were expected to design their own recording sheets. In other lessons, teachers frequently over-direct the investigative work: for example, by carrying out measurements and recording as a class, or discussing procedures for too long. As a result, despite very good teaching in a lesson in Year 6, pupils needed a great deal of structured support to prepare and plan for filtering out sand from a solution. Teachers rely very much on a standard format to lessons so that those pupils capable of independent work and of attaining higher levels are too often tied to a set pace and level. This results in them having too few chances to follow their own lines of enquiry or to improve the accuracy of their measurements.
107. Pupils' progress across the year groups is tracked at the end of units of study and through annual testing so that teachers are aware of the broad level reached. Teachers also know which pupils have achieved as they should at the end of a unit and those who have not. Too often this information is not recorded systematically and the information gathered used less well in science than it is in English and mathematics. A more rigorous application of results and information gathered is required in order to plan future work so as to target more directly the learning of different groups of pupils.
108. The leadership of the subject has changed hands very recently, and the new co-ordinator has not yet had any time to make an impact. She acted as support co-ordinator for some time, however, and has clear ideas for where and how the subject needs to be developed. She has not yet been able to monitor lessons so as to bring to light the features that could lead to further improvement.

## **ART AND DESIGN**

109. Overall, standards are in line with those expected for pupils at the end of Year 2 and Year 6. This shows an improvement since the previous inspection when pupils in Year 2 achieved standards below those expected nationally. Although few lessons were observed during the inspection, additional evidence was collected by an analysis of pupils' work on display and discussions with pupils and the co-ordinator. A

particular strength of art throughout the school is the exceptionally high quality of pottery and pupils make excellent progress and achieve standards well above those expected.

110. As a result of very high quality of planning and teaching pupils:
- *develop an understanding of why the design was brought to Britain from India and the origin of the name Paisley;*
  - *use equipment such as pencils carefully and sensitively to draw the larger external shapes with an intricate range of small internal designs;*
  - *evaluate both their own and other pupils' work showing very good knowledge and understanding of evaluation criteria.*

**Areas for development:**

- *a rigorous system of assessment based on National Curriculum levels;*
  - *a whole-school approach to the improved quality of displaying pupils' work. At present this depends on the commitment and ability of the individual teacher;*
  - *greater teacher awareness of the ability of pupils capable of higher attainment including those who are gifted or talented;*
  - *enhancing the profile of art throughout the school and the community in order that pupils' work has a wider audience and is celebrated by all.*
111. Pupils work with sensitivity and care and use a wide range of techniques and materials. In addition to pottery, particular strengths are in their skills in observational drawing, and use of tone and texture. For example, Year 1 pupils' plant drawing shows good texture, proportion and detail. By Year 2, pupils use ICT well when designing patterns in the style of Mondrian and an increasingly complex range of patterns – many based on Islamic patterns. Their portraits reflect skilful colour mixing and awareness of shape and tone. They observe closely and incorporate a wide range of skills, which give texture and perspective to their work.
112. Although pupils progress well throughout the school, standards are higher in Year 5 than in Year 6. For example, in Year 5 there were many examples of high quality work. One striking example seen during the inspection was a cross-curricular study of the origins and designs of fabrics and tapestries, especially the Paisley pattern. During this term pupils in Year 4 have used texture, colour and tone very effectively when drawing a range of flowering plants giving intricate detail. They have also experimented using plants as a theme for repeating patterns. Standards are satisfactory in Year 6. Pupils use texture well and draw outlines accurately. However, during the lesson on self-portraits, a significant number had difficulty in drawing what they saw rather than what they knew or imagined.
113. Throughout the school, pupils achieve very high standards in pottery because of the excellent quality of teaching which results in excellent attitudes and the desire to do well. In a Year 3 lesson observed, pupils have taken ideas from a book on surrealism then created have delighted in creating their own designs following this style of interpretation. This aspect of art makes an excellent contribution to pupils' spiritual, social and cultural development. The contributory factors to pupils' progress are the quality of teaching and the enriched curriculum. Teaching is good overall. Teachers provide well for pupils with special educational needs and those for whom English is an additional language. At present however, the school does not have a formal register of gifted and talented pupils.
114. The subject is well led and managed; the co-ordinator has planned an effective and relevant curriculum, which gives guidance on the teaching of artistic skills in a rigorous and progressive manner.



## DESIGN AND TECHNOLOGY

115. There has been some improvement in design and technology since the last inspection but standards remain below average for pupils both at the ages of seven and 11. There is little evidence of retained work by pupils and during the inspection, only one lesson was available to be observed. The small amount of completed work, the absence of design and technology books in many year groups, discussion with pupils and the one lesson seen, point to inadequate provision and unsatisfactory standards.
116. There are several reasons that explain the pupils' present unsatisfactory levels of attainment:
- *the time allocated for review and development has been very limited, and time originally planned has been deferred;*
  - *additional training to raise teachers' skills and confidence whilst identified as a need has not yet taken place for most teachers;*
  - *within plans of what pupils will learn there is no consistent overview of when elements of the subject will be taught;*
  - *the new co-ordinator has had insufficient opportunity to monitor planning and teaching in the subject.*
117. The development of the subject as planned for in the school improvement plan at the time of the last inspection has only been partial. The expertise of teachers is improving; they are now enthusiastic and ready to develop this subject. With the support of the ICT co-ordinator help is now available to broaden the design and technology curriculum. The time allocated for additional training scheduled in the school improvement plan for 2002–03 has been deferred. Whilst the school is using national guidance as its scheme of work, with any adjustments to match the needs of the pupils being left to year group teams, there is an urgent need for such training. The photographic evidence presented and discussed with pupils indicates that teachers and pupils continue to make insufficient distinction between aspects of design and technology and art and design.
118. There is very little support to help year-group planning teams to ensure adequate progression and the assessment of completed work lacks structure. As a result, pupils make only variable progress. They develop satisfactory skills in cutting, folding and measuring, because these are used and are reinforced in other subjects. Photographic evidence indicates that pupils no longer make models to a pre-determined design, but are experimenting with their own ideas and this is an important improvement. As they have moved through the school, older pupils have had too few opportunities to use tools and equipment; therefore their attainments are below the expected level. Pupils now in Year 6 made some interesting musical instruments when they were in Year 5 but the quality of making and the finish of the completed work is below that expected for pupils of this age.
119. There is no consistent overview of the plans for what pupils are intended to learn in each year group. Decisions about when to teach the required elements of the subject are made by individual planning teams and this then means that insufficient time is allowed to enable projects to be completed through to the evaluation stage. Pupils in Year 6 report that they designed items but have then not gone on to make them 'because it was Christmas'. The allocation of time and the range and scope of the curriculum provided for the subject is too limited.

120. Across the school the design element is less good than are the opportunities for making and the evaluative aspect needs to be further developed. Pupils are not used to taking personal decisions or responsibility about how to make their work the best that it can be. Whilst pupils in Year 2 have begun to attempt evaluation using 'smiley face' symbols, in the past pupils now in older classes have not learned to be systematic in using their abilities to evaluate the workmanship and ultimate functionality of their own completed products or those of their friends.
121. The co-ordinator is keen to raise the profile of the subject within the school but has been constrained by the decision by the school to concentrate on developments in English and mathematics. The subject is however listed as next to be reviewed during the present academic year. This delay in part helps to explain why the 'design-plan-evaluate' strand is a lingering weakness from the last inspection. Few classes have a design or sketchbook in which pupils are encouraged to make an initial design, list materials needed, note difficulties or evaluate the completed product.

## **GEOGRAPHY**

122. There was insufficient evidence available to make any judgements about the standards achieved by the end of Year 6 because the subject was not being studied during the previous term and there is no residual work available. Timetable arrangements for the subject show that all the geography work being done now has only recently been started. Although no geography lessons were observed in Years 1-2, analysis of pupils' present work in books and displays and discussions with pupils in Years 2 and 3 indicate that standards have been maintained since the previous inspection. Standards are in line with national expectations in Year 2 because:
- *pupils engage in interesting activities which successfully promote their geographical skills;*
  - *the plans of intended work fully meet curricular requirements.*
123. Pupils in Year 1 identify hot and cold countries and pack suitcases of clothes that would be suitable to wear in these countries. They have discussed the different types of transport needed to travel to different places. They send postcards to their teacher telling her about where they have been for their holidays. Year 2 pupils have been studying different kinds of weather, taking temperatures and keeping weather diaries. Their visit to Gledhow Valley woods enhanced their knowledge and understanding of different features to be found in the different seasons of the year. The subject has a clear policy and national guidelines are used in the planning. At the present time the headteacher has assumed the role of subject co-ordinator as the former post holder has very recently left the school.

## **HISTORY**

124. The analysis of pupils' work in books and displays together with the lesson observations show that standards are in line with national expectations in Year 2 and in Year 6. A comprehensive variety of topics is covered and the key elements of the subject are appropriately developed. Standards have been maintained since the last inspection because:
- *throughout the school interesting activities and an extensive range of visits give pupils a genuine feeling for the life of particular times;*
  - *teachers plan well and capture the interest of the pupils at the beginning of lessons.*

125. Pupils in Year 2 develop enquiry skills finding out about famous people in the past such as Samuel Pepys and getting information from his diaries about the Great Fire of London in 1666. They write vivid accounts of the state of London streets at that time, full of rubbish and infested with rats, and how these had contributed first to the spread of the plague and then to the Great Fire.
126. Analysis of pupils' work shows that pupils from Year 3-6 are developing their knowledge about events and lifestyles through the ages. However, in some lessons opportunities to develop pertinent history skills are missed because pupils are required to give written answers to questions most of which are designed to recall factual knowledge rather than insight into and understanding of the period being studied.
127. Teaching in the two lessons seen was good. In each lesson there was very good rapport between pupils and teacher and teachers were secure in their subject knowledge. Year 1 pupils developed their understanding of 'now' and 'then' as the teacher helped them to recall their recent trip to look at houses in the neighbourhood. They identified the features that helped them decide whether a house was old or new. The teacher's clear explanations and careful questioning established what pupils knew and understood and set the context for new learning. Pupils confidently expressed their views demonstrating their acquisition of the lesson's learning objectives. Year 3 pupils made good progress in their understanding of how the everyday life of past times could be reconstructed from the study of artefacts. They engaged in interesting activities that made them aware of the range and significance of the objects discovered in the Sutton Hoo burial site. Pupils became 'archaeologists' re-assembling pieces of card to make complete pictures of some of the treasures.
128. History makes a good contribution to literacy in terms of speaking and listening. It contributes to writing when pupils are given opportunities to express their thoughts and feelings in their own words, for example when Year 4 pupils animatedly wrote about their visit to a Victorian schoolroom. In Year 2, pupils are introduced to rhymes, which were popular during the Plague and Fire of London such as 'Ring a ring of roses', and 'London's burning'.
129. The leadership of the subject is satisfactory. The co-ordinator examines planning and has an appropriate grasp of work being done throughout the school. The school's provision is enriched by visits to places such as the Royal Armouries and the Thackray Medical Museum and very good use is made of the immediate locality with its mixture of buildings old and new to develop history skills. Assessment takes place at the end of each unit and is annually recorded for individual pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

130. Pupils' attainment, although an improvement since the time of the previous inspection, remains below national expectations by the end of Years 2 and 6. Inspection evidence indicates that, while a minority of pupils will reach the expected standard in most classes, the proportion of pupils sufficiently confident in ICT skills to work without support is too low. Standards in ICT are rising. They are likely to continue to rise as the effect of staff training and opportunities for pupils to use computers in the classroom increase.
131. This is because:
- *the school is committed to providing its pupils with access to high quality ICT*

*equipment. (for example, new computers were delivered to all classes only a few days before the inspection);*

- *the creation of the computer suite has enabled class teaching in ICT skills;*
- *the pupils work well together and are willing to share their expertise with one another;*
- *the teaching staff are willing to share their expertise and skills with one another and look forward to sharing in additional training.*

132. Pupils in Year 1 and 2 use the mouse confidently and use a word-processing program to write labels and to explore fonts, size and colour. Pupils in Year 3 use word art, combining writing and pictures to create a poster encouraging pupils to eat healthily. Pupils printed their finished work and were very proud of their achievement. Year 4 use ICT to support their artwork. They look at the work of artists such as Pissarro and Signac. After discussion, they decide to use a colour magic program to produce pictures like theirs. Year 6 pupils were observed in the suite. Half the class attempted to use the Internet to produce pictures and information as a record of their work in history on the Tudors. The other half had to remember facts from their history lesson and use word-processing to record them. Half way through the lesson the groups changed tasks. As the computer suite is comparatively new, the level of keyboard skills of the upper juniors is still basic and this means that for many pupils the typing of the work is slow and that the development of these skills is a priority. Eventually the teacher overcame the problems with the machines and pupils produced some printed information though it was not as much as had been intended.
133. The teaching is mostly satisfactory, although it was good in one lesson and in Year 4, when the teacher taught with enthusiasm, constantly challenging and inspiring all pupils to produce their very best work, the teaching was very good. The class was very well organised and the teacher's very good rapport with the pupils helped her control and her praise and encouragement helped boost the pupils' self esteem. In the Year 6 lesson, the teacher and pupils had some difficulty with the machines, which were due to be connected to the Internet by broadband the following week. This meant that time was lost supporting individual pupils and that resulted in difficulties maintaining an overview of the rest of the class. All staff will benefit from the national programme of training in ICT, which the school has only just started.
134. Pupils are keen to use computers. They act responsibly and are not afraid to experiment and to try new functions. Pupils work well together, although some are reluctant to give up control of the mouse. The subject manager has worked hard to improve provision in ICT and raise the profile of the subject across the school in all subjects. She is highly skilled and is very aware of what the school needs to do to raise standards. The school is now in a good position to increase the use of resources so as to raise standards in all subjects and to ensure the systematic tracking and recording of pupils' achievement.

## **MUSIC**

135. By the end of Years 2 and 6, pupils' standards are in line with national expectations. The school's focus on English and mathematics has led to a slight deterioration in standards since the previous report. The school provides opportunities for music making and all pupils enjoy music lessons and are keen to take part in singing, composing and performing.

These standards are achieved because:

- *pupils sing together with obvious skill and pleasure;*

- *teaching is consistently good;*
  - *pupils are confident when composing tunes and rhythms;*
  - *opportunities are provided for pupils to perform for parents and friends.*
136. The specialist music teacher works very closely with all staff for one lesson each week using a planned team teaching arrangement. Class teachers, and in some cases, classroom assistants are fully involved in the lessons and specific instructions and suggestions for improvement are learned and used on other occasions by the class teachers. In this way, the class teacher's own confidence and subject knowledge are being vastly improved. This skilled teaching is providing all pupils in every class in the school with an exciting musical experience when all pupils, including those with special educational needs and those learning English as an additional language, make good progress in their knowledge and understanding of music.
137. In Year 2 pupils learn to identify high and low notes. After practising with 'Twinkle Twinkle Little Star', they move on to the song 'London's Burning', effectively linking it with their history topic on the Great Fire of London. Eventually they sing the song in a round and thoroughly enjoy finishing at the right place. As they move through the school pupils gain confidence and improve their expertise in music making. For example, pupils in Year 4 learn how simple ostinato can be combined to enhance a musical performance of a known song. Eventually pupils were able to accompany the song using three groups of percussion instruments. The two Year 6 classes joined together for their lesson. The class teacher kept all pupils on task while the specialist music teacher inspired all pupils to try hard and give a good performance of the song 'Bell-ringer, pray give us some peace'. Pupils added melodic ostinato to improve their performance and sang it with great enthusiasm in a round.
138. Arrangements are made to allow pupils to hear music of a high standard such as when a visiting quartet plays for each year group. Information about the life and work of famous composers is displayed in the hall and changed each half term. For example during the inspection the music of Tchaikovsky provided an aid to worship as the pupils entered and left the hall for an assembly. The curriculum for music supports pupils' spiritual, social and cultural development very effectively. For example, pupils enjoy working together in groups and listening to music.
139. The subject is well led and managed. The subject leader supports all staff effectively and works very closely with the specialist music teacher to provide a satisfactory curriculum for the pupils. Assessment is at an early stage of development. Resources are good and well cared for by staff and pupils.

## **PHYSICAL EDUCATION**

140. Although the attainment overall of pupils at the end of Years 2 and 6 matches the expected levels overall, standards are above those normally expected in gymnastics and dance. No games lessons were observed during the week but within the constraints of the small playground both boys and girls pupils play a range of games including football, tennis, cricket and hockey. These games develop their ball skills and every opportunity for competition is grasped. There is no field and pupils use local facilities as much as possible through links with sports clubs and associations. Teachers' records indicate that attainment in swimming meets the expected levels and most pupils attain the recommended 25 metres before leaving school. Pupils of all abilities make good progress across the school. These positive outcomes are

because:

- *the teachers are knowledgeable and manage pupils well;*
- *pupils listen carefully to instructions and comply with requests quickly without wasting time;*
- *skills are taught well, and are reinforced systematically, they are assessed and evaluated regularly;*
- *the school seeks all possible opportunities to extend the range and scope of physical opportunity that is presented.*

141. By the end of Year 2, pupils develop their physical strength by balancing and carefully controlling their movements in a confined space. They demonstrate that they can move safely in different directions and stop quickly on a command from the teacher. Pupils develop confidence, co-operative skills and spatial awareness as they find imaginative ways to move. They skilfully translate their sequence of movements from floor exercises to work on the apparatus. By watching the performance of others, they learn to evaluate what they are doing and improve their own efforts.
142. In Years 3-6, pupils refine and increase the ways in which they can move. They understand how to work together to blend sequences and create elaborate and repeating patterns. Gradually, they develop these sequences to a high standard and perform them well using larger apparatus such as agility tables, benches and mats. They work to create symmetrical balances and spin from one balance to another with grace and agility. Pupils evaluate their own performances by comparing what they do with demonstrations given by other members of the class. Suggestions as to how their friends might improve their performance are sensible and are well thought out. In all classes, pupils have a good understanding of safety and how to move apparatus with care. They appreciate the importance of warming up and cooling down when exercising. In dance lessons pupils in younger and older classes perform to recorded music using a range of ethnic music and rhythms. Sometimes a 'leader' sets the first pattern using a single instrument and other pupils develop their dance with good variation of speed and intensity. They work well as individuals and with partners and groups building their patterns to create very pleasing collaborative performances.
143. The quality of teaching and learning is good. Lessons are carefully planned and move at a brisk pace, with little time wasted. When necessary, teachers give appropriate demonstrations and handle pupils' responses very effectively. This gives the pupils a clear idea of performance techniques and enables them to improve their skills. Relationships with pupils are very good and lessons provide very good opportunities for pupils to extend their health and fitness. Pupils with special educational needs make equally good progress. Assistants support pupils well in lessons and so they are able to share in all of the activities.
144. The co-ordinator has clear objectives for the subject and has developed the curriculum well, with planning based on national guidelines and relevant in-service training. He is personally skilled and very enthusiastic, and takes every opportunity to promote the subject within the school. The school's ethos of fair play and involvement by all is clearly present in the team spirit that pupils show in games and outdoor activities. Physical education makes a good contribution to pupils' social and moral development.

## **RELIGIOUS EDUCATION**

145. Religious education is taught in accordance with the Leeds locally agreed syllabus. Pupils attain satisfactory standards of attainment by the ages of seven and eleven.

This is similar to the findings of the previous report. This is achieved because:

- *pupils have a good range of opportunities to visit places of worship used by people of faiths other than their own;*
- *teachers are knowledgeable about the subject and promote a strong interest in the faiths and traditions of others;*
- *the school is alert to the opportunities to learn from experts in their own faith and to use the skills available to increase the knowledge of pupils;*
- *pupils' personal knowledge and understanding of their own religious customs and traditions is shared sensitively with others in lessons.*

146. During the inspection, pupils developed their knowledge and understanding of the Islamic and Christian faiths on their visits to the mosque next to the school and a local Christian church. All pupils in the classes listened with great respect and showed genuine interest in learning about the importance of buildings in the religions of their friends. It was very interesting to hear in discussion with pupils that they all liked religious education lessons because they learned about each others' religions and, they said, it helped them to 'get on better' with one another. This is strength of the school.
147. Teaching is always at least good and in one lesson in Year 6, when pupils learned about the significance of symbols in the Sikh faith it was very good. Lessons are well planned. Teachers are careful to avoid dogma and give respect to artefacts and beliefs, even when not from their own personal faith. Teachers tell faith stories well with meticulous regard to spiritual content. They encourage pupils to consider all the main features of the story, especially the feelings and emotions of the key characters. They use pupils' first hand experience of different faiths very well to make cross-faith links, for instance between Islam, the Sikh faith and Christianity, their sacred texts and prophets. Generally teachers maintain a good pace and have high expectations that lessons will contribute to pupils' personal as well as academic development.
148. The co-ordinator manages the subject well. Steps have been taken to ensure that all pupils, including those pupils with special educational needs and those who are learning English as an additional language are taught all of the agreed areas of the syllabus. Assessment opportunities are very simple and practical and are at an early stage of development. Resources have been improved. Religious education makes a strong and important contribution to the pupils' spiritual, moral, social and cultural development.