

INSPECTION REPORT

SWINNOW PRIMARY SCHOOL

Bramley, Leeds

LEA area: Leeds

Unique reference number: 107979

Headteacher: Mrs A Chin

Reporting inspector: Mrs D Bell
16413

Dates of inspection: 7 – 8 May 2003

Inspection number: 255003

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Swinnow Road Bramley Leeds
Postcode:	LS13 4PG
Telephone number:	0113 214 6080
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Sue Cook
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
WHAT COULD BE IMPROVED	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18
PART C: SCHOOL DATA AND INDICATORS	19

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Swinnow is an average sized primary school. The 99 boys and 93 girls aged four to eleven are taught in seven single age classes. A further 52 children attend the nursery part time from the age of three. The school is also home to a part time playgroup that caters for 25 children aged 2 to 3. The area that the school serves is amongst the top 20 per cent of socially disadvantaged areas in the country. The nature of its intake is changing rapidly and there are now more pupils with acute behavioural needs. The school benefits from a small grant from the Excellence in Cities project which part funds a Learning Mentor to work with these pupils. It is also involved in the Children's Fund 'Wildfire' project, which works with children and their families to improve attendance and performance at school. The majority of children enter school with levels of attainment well below the national expectation for their age, especially in communication, language and literacy. The school suffers from a high turnover of pupils, significantly so in Years 5 and 6. Many of the pupils joining the school have special educational needs (SEN). Four pupils (2 per cent) have statements to support their learning needs. This is higher than found nationally. The proportion of pupils on the register for SEN (15.1 per cent) is close to the national average. However, the proportion of pupils who require additional help with their learning is much higher, at around 35 per cent. The pupils' needs are mostly to do with language and communication, but a significant proportion have emotional and behavioural problems that affect their learning. The proportion of pupils claiming free school meals (25.5%) is above the national average. The figure known to be eligible to do so is much higher, but is masked by the number who bring packed lunches. A larger proportion of pupils come from ethnic minority backgrounds than is found in most schools. However, all speak English fluently, including the small number of pupils who come from homes where the mother tongue is not English.

HOW GOOD THE SCHOOL IS

This is a very effective school that makes extremely good provision for all of its pupils because it goes the extra mile to help them attain the highest possible standards and have the best possible chance of succeeding, both academically and personally. The school has very many strengths and no significant weaknesses. The headteacher, governors and staff are very strongly committed to further improvement and work together very effectively to achieve this against a background of increasing pupil movement and the changing profile of the school's intake. Very good and often excellent teaching helps pupils to achieve very well from a low starting point on entry to the school. Excellent relationships throughout the school foster in the pupils very good attitudes to learning, very good behaviour, and a desire to do well. The school provides excellent value for money.

What the school does well

- All pupils achieve very well. From a very low level of attainment when they start school, the majority reach at least satisfactory standards in English and mathematics by the time they leave.
- Standards are above the national expectation in art and design.
- High quality teaching, a very well planned curriculum, and the school's exemplary practices with regard to inclusion and equality of opportunity contribute in great measure to the pupils' very good achievement.
- The provision for pupils with special educational needs is excellent and ensures their very good progress. The school caters very well for pupils of all levels of ability.
- Outstanding leadership and management practices ensure that all of the school's work is systematically and rigorously evaluated, and emerging weaknesses are dealt with promptly.
- The excellent provision for pupils' personal, spiritual, moral, social and cultural development pervades all of the school's work, promotes race equality and equality of opportunity exceptionally well, and prepares pupils very effectively for life beyond school in a culturally diverse British society.

What could be improved

There are no major issues for the school to address.

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 1998. Since then, there has been very good improvement because of the very rigorous actions taken to improve teaching and learning, and pupils' attainment and progress. Standards and progress in information and communication technology, design and technology and geography have greatly improved. Teachers' planning is now very good, and all aspects of the school's work are very thoroughly evaluated by the headteacher and the subject leaders. Governors keep a very close eye on how well the school is doing, and on how effectively the money made available to the school is being used to raise standards. Resources have been greatly enhanced and are now at least satisfactory in all areas. The very high staff morale in this school results in a buzz in classrooms that is driven by the teachers' wholehearted commitment to doing their best to ensure that all pupils do as well as they can in all aspects of their school lives. The school is fully committed to doing even better, and has excellent capacity for further improvement.

STANDARDS

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

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

Key

well above average A

above average B

average C

below average D

well below average E

* 'Similar schools' means schools with the same proportion of pupils in receipt of free school meals

The vast majority of children start school in the nursery with levels of attainment that are well below those expected nationally for their age. All of the children make good progress in their nursery and reception years, but very few reach the nationally expected levels in communication, language, literacy or mathematical development by the end of reception. In 2002, the results of the national tests for pupils in Year 2 were below the national average in reading and mathematics, and in line with the national average for writing, reflecting the school's recent emphasis on this aspect of English. The reading and mathematics results matched, and the writing results were above those of similar schools. Standards in English, mathematics and science are in line with the national expectation for pupils currently in Year 2 and Year 6. The results of the national tests for pupils in Year 6 in 2002 do not give a true picture of the school. The severe learning and behavioural problems of a sizeable minority of pupils who arrived in Years 5 and 6 skewed the results significantly. The school sets challenging targets for Year 6 pupils and works very hard to meet them despite the increasing level of pupil movement in and out of the school, which is a major factor in the apparent decline in overall standards in the past three years. The school's rigorous analysis of the test results shows clearly that those who remain with it from reception to Year 6 make very good progress, and do well in the tests, many reaching standards that are above the national average in English, mathematics and science. Despite the difficulties it faces, the school continues to do as well as similar schools in mathematics and science. However, it does not do as well in English. Because this was a short inspection, it is not possible to comment on all subjects. However, standards are in line with the national expectation for information and communication technology, design and technology and geography, subjects identified in the previous inspection as in need of improvement. Standards are above the national expectation in art and design. Pupils of all levels of ability, and from all social and ethnic backgrounds achieve very well, and reach the highest standards of which they are capable by the time they leave the school. This is because of the school's very strong commitment to the full inclusion of all pupils in all that it has to offer.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils enjoy coming to school, work hard, and appreciate the very effective learning environment in which they work and play.
Behaviour, in and out of classrooms	Very good in class and around the school; polite, well-mannered pupils show good levels of respect for people and property, and have a good understanding of the impact of their actions on each other. Exclusions were high last year because of the significant problems with a small group of Year 6 pupils.
Personal development and relationships	Very good; pupils readily accept roles and responsibilities, relate very well to each other and to adults. They are open and friendly to visitors and show increasing maturity as they grow older.
Attendance	Slightly below the national average due to a small number of families with particular difficulties. The vast majority of pupils attend regularly and on time.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Very good	Very 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.

During this short inspection, seventeen lessons were observed, a high proportion of which were judged to be excellent. Overall, the quality of teaching is very good, and is a major contributory factor in enabling all pupils to achieve as well as they do. This represents excellent improvement since the previous inspection. Inspirational teaching includes high quality planning, classroom management and organisation, very good marking and the continual reinforcement of what pupils have already learned. This ensures that pupils concentrate well, work productively, know their strengths and weaknesses, and know what they have to do to reach their targets. English and mathematics are taught very well, and very good attention is given to promoting the use of literacy and numeracy skills in other subjects. Opportunities for pupils to use their information and communication technology (ICT) skills are very effectively planned into all subjects. This has enabled the pupils to catch up rapidly on learning they had missed prior to the recent improvement in resources for ICT. Very occasionally, reception children capable of higher attainment are not given hard enough work to do. On the whole, however, teaching caters exceptionally well for all of its pupils whatever their ability level, ethnic or social background.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good: as well as meeting statutory requirements very effectively, the school enriches and enhances the curriculum exceptionally well to give pupils experiences and opportunities they do not have outside of school, for example, visiting artists and musicians, history days, visitors from different cultures.

Provision for pupils with special educational needs	Excellent: the school uses an exceptionally wide range of very effective strategies that very successfully ensure that the targets in pupils' individual education and behavioural plans are very well met.
Provision for pupils with English as an additional language	Although all of these pupils speak English fluently, the school monitors their work and the work of all pupils from ethnic minority backgrounds very well thus ensuring their very good progress, and their very good inclusion in all that the school has to offer.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Outstanding: this provision permeates all of the school's work. Pupils are very successfully taught to reflect on and appreciate the world around them, to work together, and to care for and respect the world and all peoples in it. They are very well prepared for life in a culturally diverse British society.
How well the school cares for its pupils	Very well: this is a caring and compassionate school that monitors pupils' personal and academic progress very well, and provides high levels of support and guidance for pupils and for their parents and carers.

Parents have very positive views of the school and particularly of the headteacher's leadership and management of it, and the approachability of the staff.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Outstanding: the headteacher has a very clear vision, an absolute commitment to school improvement, and is a very strong presence in the school. Combined with very effective management systems and excellent teamwork amongst all of the staff, this is the major driving force in the school.
How well the governors fulfil their responsibilities	Exceptionally well: governors understand their roles and responsibilities very well. They are very committed to the school. They monitor its work exceptionally well through, for example, their links with classes, ensuring that all pupils receive high quality provision.
The school's evaluation of its performance	Very good: the school has very rigorous systems for checking curricular provision, the quality of teaching and the impact of teaching on learning. It evaluates all of its work very effectively with a view to tackling weaknesses promptly in order to raise standards further.
The strategic use of resources	Very good: all funding very effectively follows the school improvement plan priorities. Finances are very well managed and monitored, and there is a very good understanding of how to gain best value from all spending.

A highly committed, very strong team of teachers and support staff contribute in very great measure to pupils' learning and achievement. The spacious, well kept accommodation is used very effectively to promote learning. It is well appointed, light and airy, and very good displays enhance the learning environment. Overall, resources are good, and are well used to support learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Unanimous that quality of teaching is good, almost all parents agreed that:</p> <ul style="list-style-type: none"> • Children like school • They make good progress • Behaviour is good • The school is approachable • It expects children to work hard and achieve well • It is well led and managed, and is helping children become mature 	<p>A significant proportion of parents indicated that they did not know whether:</p> <ul style="list-style-type: none"> • the school provided an interesting range of activities outside of the normal school day • children get the right amount of work to do at home

The inspection team endorses the parents' positive views. Inspectors found that the school provides a very good range of activities for the pupils outside of the normal school day, including before and after school clubs, and a wide range of sporting and arts activities that greatly enhance pupils' learning. There is a very good range of homework. Although focused mainly on literacy and numeracy, it covers almost all subjects and is used very well to support pupils' learning in class.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

All pupils achieve very well. From a very low level of attainment when they start school, the majority reach at least satisfactory standards in English and mathematics by the time they leave.

1. The vast majority of children start school with levels of ability well below those expected for their age. All of the children make good progress in the nursery and reception classes. Nevertheless, only few attain the nationally expected levels for their age in communication, language and literacy, or mathematical development by the end of their reception year. Overall, pupils make very good progress in English and in mathematics. In both subjects, the majority are working at the nationally expected level for their age by the time they leave the school. In some aspects of each subject, an increasing minority are working at the higher levels. The pupils use their literacy and numeracy skills very well in other subjects, thus consolidating their use of language and number. Pupils have clear, concise targets for English and mathematics. They understand what they have to do to reach them, and to move onto the next target.
2. In English, pupils' speaking and listening, reading and writing skills are hindered for some time by their lack of vocabulary and their inability to understand and manipulate language, for example, by inferring meaning from a text, or using a wide range of descriptive language when writing. By Year 2, however, the majority speak clearly using an appropriate range of vocabulary, shown, for example, as they confidently describe their work to others in front of the whole class, or talk to visitors. They read fluently and with expression. In their reviews of books they have read, their often perceptive answers to questions such as 'Did anything surprise you' or 'What was your favourite part of the story and why' show that they have a good understanding of what they have read. Although lower attainers do not always answer the question 'why?', their reviews show that they have enjoyed their reading. When writing, most pupils construct sentences well, with increasing use of connecting words, and often enlivening text with graphics. Spelling is usually accurate, and where mistakes are made, words are normally spelt as they sound, for example, 'tabul' for 'table'. Handwriting is well formed but although joined up writing is taught well, pupils do not always use it in their work. A suitable range of writing is covered. For example, in their letters to 'Toad', pupils showed a good understanding of letter style, although, in the work of the lower attainers, their sentences did not always follow on from each other well enough to tell a tale. In their 'Rumble in the Jungle' poetry, pupils show increasing use of descriptive language, and in their leaflets about how to look after pets, they articulate clearly the issues to be considered, for example, health, habitat, and care in choosing a pet to suit the available environment. Pupils build very effectively on this very secure base in Years 3 to 6.
3. By Year 6, pupils are articulate and confident young people, good speakers and listeners, who readily discuss their English work with the teacher, the class and visitors. For example, four pupils relished the opportunity they had to be on 'Radio Grangefield', where they were interviewed, talked about their school, and learned about and used radio equipment. Year 6 pupils read aloud confidently in class. Following the teacher's very good example, they add good expression, and the majority read fluently, with a good understanding of the text. When they come upon an unfamiliar word, they usually work out for themselves what it might be, and are confident to ask and explore the meaning with the teacher and the class. In the books they wrote for pupils in Year 2, they demonstrated good research skills as they

explored the sort of books that would appeal to a Year 2 pupil, the language used, and the type of illustration. Pupils use drafting and refining very effectively to improve the length and quality of their written work. Grammar and spelling are mostly accurate, and presentation is neat, reflecting the teacher's high expectations and the pupils' pride in their work. Paragraphs are used with understanding to separate the main themes within their writing, although lower attainers sometimes start a new paragraph after only one sentence. Higher attainers show a good understanding of explicit and implicit information, for example, in their letters about war. They compare well the differences between persuasive and informative writing, while middle and lower attainers pick out relevant vocabulary that illustrates these types of writing, or are supported by the use of writing frames to help them structure their thoughts and words.

4. In mathematics, the great majority of pupils in Year 2 demonstrate a sound understanding of place value, and select from a wide range of strategies, those needed to solve whole number problems involving addition, subtraction, multiplication and division. They see patterns in number squares, know how to double numbers, and they find, sort and classify objects using more than one criterion. In an excellent lesson, they gained a very good understanding of how to round two and three digit numbers to the nearest ten, and successfully learned the meaning of mathematical vocabulary such as 'nearest multiple' and 'boundary rule'. They also used a computer programme very effectively to consolidate and extend their understanding of these concepts. Pupils have good measurement skills and an appropriate knowledge and understanding of money and simple fractions. All of this work sets them up well for their work in Years 3 to 6.
5. Pupils in Year 6 readily explain that 'per cent' means 'in every hundred'. They apply their sound understanding of how to work out percentages, to problems involving, for example, working out the actual cost of a £10 item with 25% discount in a sale. They show good ability to solve problems involving more than one step. The majority of pupils recognise the inverse relationship between multiplication and division. They accurately represent, for example, fifths and halves as fractions and decimals, and have a sound understanding of how to work out the areas of simple shapes. They consolidate and extend their good knowledge of number in the snappy, well-focused mental mathematics sessions as they show their answers on whiteboards and explain how they arrived at them.

Standards are above the national expectation in art and design.

6. This was an area of focus agreed with the school for the inspection. As a result of excellent teaching, pupils in Year 6 are working at levels above the national expectation for their age. Focusing on the work of the artist Andy Goldsworthy, they participated with great enthusiasm in a discussion about how he uses the colour, texture and size of a range of natural materials in his work. They demonstrated their good knowledge of how he manipulates different media to create two and three dimensional works of art that show texture, depth, pattern and shape, through the creative use of line. Pupils have a good understanding of all of these artistic terms, and use them with confidence when creating and describing their own structures. They are very enthusiastic about art and design, picking up on their teacher's own obvious enthusiasm for the subject.
7. Information and communication technology is used very effectively to enhance pupils' work in art. Pupils show well-developed ICT skills in creative and imaginative pattern work using one computer program, and in book illustrations using another. They

confidently used a digital camera to record their Goldsworthy influenced work, as the artist himself would have done. The Aboriginal art work, and the Clarice Cliff influenced work on display, shows that pupils made good use of ICT to research style and colour, prior to creating their own imaginative representations using their own stories. Pupils' learning is greatly enhanced by a vast range of art from other cultures on display around the school, some on loan, some the pupils' own, influenced by what they have seen. For example, following a study of the Aborigine's use of colour and line, they showed a good understanding of that culture's use of story, creating imaginative pieces of art influenced by their own stories and poetry, using a similar range of earth colours.

8. Pupils' artistic knowledge, skills and understanding are greatly enriched by the regular opportunities they have to work with Jake Attree, a visiting artist, some of whose original works are displayed around the school. This, the pupils' large murals created with that artist, a creative wall hanging made with another artist, and the wealth of other art work around the school by pupils, staff and students, create a rich artistic environment in which the pupils know that their own work as artists is highly valued. Each unit of work is accompanied by the study of an artist. The Year 5 pupils' three-dimensional clay work in the style of Henry Moore is typical of the very well-focused work carried out in other year groups. In addition, pupils in Years 1 to 6 undertake a common piece of work each year so that their attainment and progress can be formally assessed. During the inspection, this took the form of observational drawings and paintings of daffodils, which demonstrated the pupils' very good progress in line drawing and observational skills, as well as in their ability to mix different shades and tones of colours. All of this learning is the result of the art co-ordinator's excellent subject knowledge, leadership and management. This in turn has resulted in a very well planned curriculum that ensures knowledge, skills and understanding are systematically taught hand-in-hand. The outcome is that the pupils have a well-founded appreciation of works of art and the people who create them. The pupils' work in art and design contributes in very great measure to their personal, spiritual, moral, social and cultural development.

High quality teaching and a very well planned curriculum contribute in great measure to the pupils' very good achievement.

9. The quality of teaching is very good overall. Of the 17 lessons observed, five were judged excellent, 3 very good, 2 good, and 3 satisfactory. Thus the proportion of very good and excellent teaching (61 per cent) is very high and shows excellent improvement since the last inspection.
10. Teaching is good in the nursery and reception classes. Occasionally in this age group, during 'free choice' time, the higher attaining reception children repeat what they have already done in the nursery, usually because of the lack of direct contact with adults to move their learning on. Where teaching was judged satisfactory, rather than good or better, for example, in a Year 3 ICT lesson, opportunities were missed to allow pupils to work independently and really show what they could do. English and mathematics teaching is at least very good, and in three of the four lessons seen, it was excellent.
11. Teachers use their very good knowledge of their subjects and of their pupils to plan lively, interesting activities that motivate pupils and inspire them to give of their best in most lessons. The teachers use national and local guidance very well, adapting it very effectively to suit the pupils' different learning needs. For example, in an excellent Year 2 mathematics lesson, the teacher first focused the pupils' minds on what is meant by 'active listening' and 'thinking'. As a result, they listened with interest and a high level of

attention to the clear explanation of what they were expected to do in the lesson. They then responded enthusiastically to a very well led mental mathematics session in which the teacher constantly checked their understanding and challenged their thinking through very well directed questioning that demanded the best from all pupils. The challenging and exciting practical mathematics games that followed were very effectively matched to the pupils' different ability levels and included using the computer to extend further the pupils' knowledge and understanding of number. The pupils' total involvement in their tasks resulted in excellent behaviour, concentration and attitudes throughout the lesson. Similar excitement in learning was generated in Year 6 English, mathematics and art and design lessons, in a Year 2 English lesson and in a Year 4 science lesson. The teachers are particularly skilled at knowing the right time to pull the class together during a lesson to check on their work and help them to learn from each other. This usually follows periods when the teacher has circulated around the groups as they work, assessing their learning and helping them to move forward. Final whole class sessions are used very effectively to reinforce new learning and check pupils' understanding. The teachers' excellent use of the information they gain from these activities when they plan the next lesson, ensures that pupils' learning is continuous throughout the year.

12. All teachers use their classroom and special needs support assistants very effectively to promote learning. The support staff are given very clear instructions, and work at different times alongside high, middle and lower attaining pupils, as well as pupils with special educational needs. This ensures that all groups of pupils benefit from additional support and improves the productivity and pace of learning in most sessions. The targets in the individual education and behaviour plans for pupils with special educational needs are very effectively integrated into the teachers' planning. All pupils have individual targets for English and mathematics. They know what they are, and what they need to do to achieve them. The marking of pupils' work is of a very high quality. It includes very clear indications of what the pupils have done well and what they need to do to improve. Pupils are very effectively involved in assessing their own work and at times make the first assessment, which they then check with the teacher. They have a very good understanding of what the teachers' comments mean, and explain with a smile that they are 'in trouble' if they 'get a double bubble' because it means that they have forgotten to think about their current target. They respond very well to the high expectations the teachers have of their work rate, behaviour, and the standard of presentation in their work.
13. In all lessons, teachers insist that pupils use specific subject vocabulary to explain their knowledge and understanding, and to write accounts of their work in different styles in different subjects. Teachers constantly check that pupils understand any new vocabulary. The excellent relationships between teachers and pupils mean that pupils have the confidence to ask for further explanation when they do not fully understand what they have been told. The teachers use their very good classroom management skills to promote a very effective learning environment in which pupils know that their contributions are valued and their mistakes sensitively corrected. Practical, imaginative ways of consolidating pupils' learning are used at every opportunity. For example, in an excellent Year 4 science lesson, pupils successfully learned about pivot joints, ball and socket joints and hinge joints. Following a whole class session, they were taken into the playground to find movements using every joint in their body, thus consolidating their new-found knowledge, and extending their understanding of the ways in which their bodies move.
14. Pupils' learning benefits from a very well planned curriculum that provides an excellent base for teachers' day-to-day planning. It is flexible enough to meet the changing needs of the school, and rigorous enough to provide the very effective guidance that

teachers need, to ensure that pupils have a very good range of progressively demanding, high quality learning experiences. Depth as well as breadth of study is a strong feature of all subject planning. Statutory requirements are very well met. The curriculum is very effectively enhanced by the very good range of activities outside of the normal school day, and a very good range of visits out of school and visitors to school.

The provision for pupils with special educational needs (SEN) is excellent and ensures their very good progress. The school caters very well for pupils of all levels of ability.

15. This was an area of focus agreed with the school for the inspection. This is a school that warmly welcomes pupils of all abilities, from a wide range of backgrounds and cultures. It seeks out every possible way of including all of its pupils in all that it has to offer, and of helping them to attain the highest standards possible.
16. The special educational needs co-ordinator's excellent leadership and management is imaginative, and very sensitive to the needs of all pupils. She is very effectively supported by a very experienced and knowledgeable learning mentor, to whom much of the day-to-day work is delegated. The special educational needs co-ordinator (the SENCO) keeps specific responsibility for the pupils who have statements of SEN. She ensures that all statutory requirements are met with regard to the statements, and that the annual reviews include all relevant parties, and take parents' and pupils' views into account. The SENCO manages the work of all of the support staff very well, checking on how well they are used in classrooms to improve learning for all pupils. She arranges relevant in-service training courses for them. Where relevant this includes attending courses with the teachers, for example, to do with special educational needs, or to help them understand their role in helping with the national tests for pupils in Year 2 and Year 6. As a result, support staff are very well briefed, and work very effectively with the pupils in, and occasionally out of the classroom. Withdrawal work is kept to an absolute minimum in the school's firm belief in equality of opportunity, and the full inclusion of all pupils in all activities. All pupils with learning difficulties are very well integrated into all of the school's work.
17. Together the SENCO and learning mentor meet teachers and support staff on a termly basis to review the progress of the pupils already on the register, and to offer advice and support for teachers in dealing with any pupils who are giving cause for concern. Their work starts in the nursery with well-targeted intervention strategies that provide a very clear focus for improving learning, and often mean that specific difficulties are resolved at an early stage. The school's comprehensive records show that the pupils are assessed three times each year and any lack of progress is picked up and acted upon immediately. The SENCO and learning mentor's responsibilities extend also to ensuring that higher attaining pupils, including those deemed gifted or talented, are achieving as well as they can. Specific programmes are set up to deal with these issues in different year groups at different times in the school year, for reading and for mathematics. The school also provides instrumental tuition to give those pupils who show potential, the opportunity to learn to play a musical instrument. High quality art and design teaching provides an avenue for pupils who are talented artists.
18. In the past two years, the school has accepted a significant number of pupils who have had major difficulties in other schools. Its success with the majority of these pupils is well recorded and parents are very pleased with the way in which the school turns many of them round. The precise, measurable targets in the pupils' very well-

constructed individual education and behavioural plans are regularly checked to ensure they remain accurate and challenging enough for the pupils. The SENCO and learning mentor work closely with class teachers to assess the pupils' progress, offering high quality advice and support and ensuring that the targets are taken fully into account in teachers' planning. They also work very closely with parents and carers, helping them to help their children through, for example, providing resources and advice for use at home.

19. Trained staff make very good use of strategies such as the 'Active Literacy Kit' and colour screens to help children to read better. They also continue in school the work started by the speech therapist in or out of school, to improve the pupils' speech and communication skills. These actions contribute in great measure to the pupils' very good progress. Pupils with learning difficulties are not placed on the special educational needs register until the school has exhausted every other means of improving their learning. Parents and carers are actively involved in all of the procedures from the earliest stage, and strongly expressed their confidence and satisfaction in the work the school is doing to help their children.

Outstanding leadership and management practices ensure that all of the school's work is systematically and rigorously evaluated, and emerging weaknesses are dealt with promptly.

20. The visionary leadership of the headteacher is the driving force behind the school's success. Her very positive attitude and wholehearted enthusiasm pervade the work of the school. She is held in high regard by staff, parents and governors because of the holistic approach she has to school management and to school improvement. The headteacher's vision is firmly focused on ensuring that pupils achieve their best and constantly try to do better. To this end, she successfully seeks out funding and involves the school in carefully selected initiatives that take pupils' learning forward apace. Staff and pupils are fully committed to learning and have high expectations of success. Everything the school does seeks high quality. This vision is shared by governors, the deputy headteacher and the subject managers, all of whom make a very effective contribution to the work of the school. The pupils' very good achievement means that they reach nationally expected standards from a low starting point on entry to the school. This is just one way in which the school has been successful in fulfilling its aims. Other ways include the very good attitudes, behaviour and personal development of the pupils, and the school's clearly stated commitment to and excellent practice in ensuring the full inclusion of all pupils in its life and work.
21. All staff with management responsibilities work together as a very effective team. Staff morale is very high, and the close co-operation between the deputy headteacher and co-ordinators means that the new ideas and initiatives they bring to their subject and aspect responsibilities are shared and rigorously evaluated to ensure that they have the desired effect of raising standards. Indeed, the very good understanding and use of the school's rigorous procedures for monitoring and evaluating teaching and learning underpin its successes despite the difficulties it has faced with a changing population and an influx of pupils with special educational needs. All staff have clear written descriptions of what they are expected to do and are given time to carry out their responsibilities. Job descriptions are reviewed annually at the performance management meetings, at which challenging targets are set that help the school to achieve the priorities laid down in the school improvement plan. Progress towards these targets is effectively reviewed at strategic points throughout the year. Where relevant, carefully selected in-service training is sought and attended by teaching and support staff where it is felt this will benefit pupils' learning.

22. Governors are very perceptive in their understanding of the school's strengths and areas for development. They support the headteacher very well in the management of the school, ensuring that statutory requirements are very well met in all areas of its work. They are very clear about their roles and responsibilities, stating that they are not there to run the school, but are there on behalf of the parents to ensure that the school does its best for the pupils. To this end, they hold the school to account very well for the standards it achieves, and are very knowledgeable about its work. They have a range of very good strategies for checking on the work of the school, for example, through regular contact with their assigned class, through holding meetings in different classrooms to monitor the quality of work on display, and through receiving overviews of performance management targets and the outcomes of lesson observations and reviews of pupils' work. They write to teachers to congratulate them on a job well done, or to raise issues about which they would like additional information. The chair of governors is directly involved in promoting pupils' literacy skills through book reviews and through her successful work with the pupils to extend the range of their reading. The SEN governor, who is also the governor with responsibility for child protection, meets regularly with the SENCO to discuss relevant matters including the pupils' progress. Governors keep a very close eye on the school's finances. They have an excellent understanding of how to achieve best value from all spending, and are constantly looking for ways to improve further. Their very good understanding of the needs of the area that the school serves underpins their very strong commitment to the full inclusion of pupils of all backgrounds and abilities, and to equality of opportunity for all.

The excellent provision for pupils' personal, spiritual, moral, social and cultural development pervades all of the school's work, and prepares pupils very effectively for life beyond school in a culturally diverse British society.

23. The school's policies and practices in these areas are exemplary. Pupils are very successfully encouraged to reflect on the wonders of the world and their place in it. They are introduced to the concept of a deity through well-focused, well-planned assemblies and through their work in religious education, which also introduces them to the major world faiths. In their book entitled 'Questions I would like to ask God', Year 3 pupils last year showed considerable depth of thought as to the nature of God and God's relationship with humankind. The 'What I want the world to be' poetry written by older pupils showed perceptive thought as pupils focused on human rights, peace and equality for all peoples throughout the world. In their literacy lesson, Year 6 pupils extended their knowledge and understanding of sharing and caring for people in different parts of the world as they discussed issues of fair trading and learned about exploitation. The special-ness of each pupil is celebrated through a focus on personal qualities and relationships, explored through personal, social, health and citizenship education (PSHCE), and through the school's 'theme of the week' which is introduced in assembly and reflected upon at relevant times throughout the school day.
24. The school makes very effective use of visitors from different faith communities to promote pupils' respect for those whose beliefs and/or cultures differ from their own. During the inspection, Year 6 pupils listened with rapt attention to a Sikh Guru explaining how worship is conducted in that faith. Pupils' cultural and multicultural development is very strongly promoted. Each pupil's uniqueness is celebrated, and pupils from minority ethnic backgrounds are given every opportunity to share their languages, and their forms of worship and celebrations with their class mates. Asian actors have helped to promote anti-racist work, and pupils have engaged in Mendhi hand painting. The school's successful work in these areas resulted in a selection of

the pupils' work being published in the Leeds Race Equality publication. The school is equally successful in promoting the pupils' respect for people with disabilities. A visiting disabled actress shared with pupils what it is like to be different, and was particularly complimentary about the pupils' behaviour and respect for her.

25. Moral and social development takes many forms in this school. The teachers present excellent role models for the pupils and work very hard to help them understand the impact of their actions on others. The school also works hard to help pupils cope with the many problems they face in their lives outside of school. To this end, well-planned PSHCE lessons provide very good opportunities for pupils to discuss, for example, how to make the world a better place. There are many very good systems in place to promote tolerance, respect, good behaviour and social interaction in lessons through the very effective use of group work, in group and class discussions in different subjects, and in designated PSHCE sessions. For example, in a Year 3 PSHCE lesson, pupils were very successfully introduced to what it means to show respect, and then taken through the different ways in which they might show respect for each other and for adults, and how adults might show respect for them. Their views were treated with great sensitivity, especially when one pupil offered that parents show respect for children when they buy them 'lots of toys'.
26. Pupils' self esteem and self confidence are very successfully promoted through a series of rewards that make them feel good about themselves. For example, each class has a friendship book in which pupils write good things about their friends to say why they make them feel happy; and each class has a 'Little Book of Stars' in which adults record what individual pupils have said or done to make others feel good. The headteacher has a 'Star of the Week' book, compiled from the class books. All of the selected 'stars of the week', from nursery to Year 6, meet together for their 'special time' with the headteacher. They share their work, talk to each other about why it was chosen, prior to showing the work in an assembly, and having it displayed in their classroom. This engenders in the pupils a desire to do as well as they can. It successfully encourages them to take pride in their achievements, further raising their self esteem, and is another example of the way in which the school meets its aim of valuing every pupil, and encouraging them to do their best. The school also makes very good use of the community to promote children's moral and social development. For example, a recent project with the local police involved selected pupils in a crime workshop where they explored the different effects of crime on the criminal and on the victim. The pupils' sense of citizenship is further developed through raising money for a wide range of charities, further reinforcing in the pupils the need to care for others.

WHAT COULD BE IMPROVED

There are no areas of major weakness for the school to address.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

There are no major issues for the school to address. It should therefore continue with its determination to raise standards even further.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16*
Number of discussions with staff, governors, other adults and pupils	10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	3	2	3	0	0	0
Percentage	38	23	15	23	0	0	0

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

* This number differs from the table because in three lessons, teaching was not graded either because the inspectors observed for only a short time, or the observation was of a group of pupils being taught by a member of the support staff.

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)	26	192
Number of full-time pupils known to be eligible for free school meals	-	49

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	4
Number of pupils on the school's special educational needs register	-	29

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	6.9

Unauthorised absence

	%
School data	0.4

National comparative data	5.5
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	8	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	19	20	23
Percentage of pupils at NC level 2 or above	School	73 (89)	77 (89)	88 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	20	24	24
Percentage of pupils at NC level 2 or above	School	77 (89)	92 (89)	92 (89)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year. * Where there are ten or fewer boys and/or girls in a year group, the total number only is given.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	11	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	10
	Girls	9	9	9
	Total	15	17	19
Percentage of pupils at NC level 4 or above	School	60 (76)	68 (72)	76 (79)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	6	8
	Girls	9	9	9
	Total	13	15	17
Percentage of pupils at NC level 4 or above	School	52 (66)	60 (72)	68 (83)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	180	30	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani	2	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	2	0	0
Chinese	0	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	21.3
Average class size	27.4

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	154

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	2
Total aggregate hours worked per week	44
Number of pupils per FTE adult	8.3

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

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

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	458,730
Total expenditure	426,110
Expenditure per pupil	1,821
Balance brought forward from previous year	33,620
Balance carried forward to next year	32,620

Results of the survey of parents and carers

Questionnaire return rate: 35.8%

Number of questionnaires sent out	218
Number of questionnaires returned	78

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	35	1	0	1
My child is making good progress in school.	68	28	0	0	4
Behaviour in the school is good.	37	60	1	0	1
My child gets the right amount of work to do at home.	42	38	5	1	13
The teaching is good.	71	29	0	0	0
I am kept well informed about how my child is getting on.	46	44	5	3	3
I would feel comfortable about approaching the school with questions or a problem.	68	24	3	0	5
The school expects my child to work hard and achieve his or her best.	62	35	0	0	4
The school works closely with parents.	46	42	4	1	6
The school is well led and managed.	62	35	0	0	4
The school is helping my child become mature and responsible.	59	37	3	0	1
The school provides an interesting range of activities outside lessons.	37	46	3	0	14