

INSPECTION REPORT

BRAMLEY PRIMARY SCHOOL

Bramley, Leeds

LEA area: Leeds

Unique reference number: 107961

Headteacher: Mrs M Beesley

Lead inspector: Dr J N Thorp

Dates of inspection: 19 – 22 January 2004

Inspection number: 255586

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 years
Gender of pupils:	Mixed
Number on roll;	265
School address:	Fairfield Hill Bramley Leeds West Yorkshire
Postcode:	LS13 3DP
Telephone number:	0113 214 6169
Fax number:	0113 229 5050
Appropriate authority:	Governing Body
Name of chair of governors:	Mr H.Hinchliffe
Date of previous inspection:	April 1998

CHARACTERISTICS OF THE SCHOOL

Bramley Primary School is located on the Fairfield estate in Bramley, about four miles to the west of the centre of Leeds. The present school is located on a fairly large site, which also includes a separate building currently used to provide a range of other services for the community. Most children come from the surrounding estate. There are currently 265 pupils on roll, the vast majority of whom are white, organised into eight classes and a Foundation Stage unit for nursery and reception children. Although the school is slightly larger than average at present, the number of pupils on roll is falling. There is significant mobility of pupils, with 33 joining the school other than the usual time of first admission last year and 50 leaving. The area around the school displays the characteristics of severe socio-economic disadvantage, with high levels of unemployment, crime and violence. Attainment on entry is very low. There are 113 pupils (48 per cent), excluding the nursery, on the school's register of special educational needs, which is well above average compared with schools nationally. In some classes there is a much higher proportion. Most of these pupils have learning difficulties. Eight pupils (3.5 per cent) have Statements of Special Educational Need, which is also well above average. There are 15 children (6.5 per cent) who come from asylum seeking families and who speak English as an additional language. The school is involved in the *Sure Start* and *Excellence in Cities* initiatives.

The school achieved *Investor in People* status in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
6327	J N Thorp	Lead inspector	The Foundation Stage Art and design Design and technology
1003	C Gosling	Lay inspector	
23204	C Wojtak	Team inspector	English Information and communication technology Geography History Religious education
32180	D Sleightholme	Team inspector	Mathematics Science Music Physical education Special educational needs English as an additional language

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school, whose qualities are not reflected in overall standards of attainment.

The very good leadership of the headteacher has a most positive impact, ensuring purposeful and effective teamwork among a strong team of teaching and other staff. The significant movement of pupils in and out of the school and the high rate of those with special educational needs have a negative impact on overall standards. Teaching is now better than it was; while it is good overall some lessons are of very high quality. While the school has some real strengths and pupils achieve well in relation to their starting points, standards are not yet high enough, particularly in literacy and numeracy. Nevertheless, the school provides good value for money.

The school's main strengths and weaknesses are:

- ? The school's ethos is excellent; it is fully inclusive providing high levels of care and a safe and secure environment in which children can learn.
- ? The headteacher provides very good leadership, with clear direction and purpose enabling the school to improve and develop.
- ? The high quality of provision in the Foundation Stage Unit ensures children get a very good start.
- ? Pupils who complete their education in the school achieve very well.
- ? Standards in literacy and numeracy are not high enough.
- ? Standards in information and communication technology are above average.
- ? Teaching is good, frequently very good, and classroom assistants provide high quality support.
- ? The school serves its community very well; the learning mentors are very valuable and effective.
- ? Attendance is unsatisfactory overall, although it is improving.
- ? Assessment procedures are not implemented consistently enough to ensure that pupils' progress is effectively tracked; pupils are not always sufficiently clear how to improve their work.

There has been satisfactory improvement overall since the previous inspection. There has been very good improvement in standards in information and communication technology, which are now above average; good improvement in the religious education curriculum has seen standards rise. Planning for school improvement is now much better, with a longer-term view linked to finance. Opportunities for pupils to learn about other cultures have improved and are now good. While there have been some improvements made to assessment systems and procedures, these are not yet sufficiently rigorously and consistently applied or contributing to raising standards. The majority of pupils and parents have very positive views about the school.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2001	2002	2003	2003
English	E	E	E	E*
mathematics	E	E	E	E
science	E	E	E	E*

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is good overall, although achievement among those pupils who complete their education in the school is very good. Children start school with very low overall attainment. They make progress and achieve well, but standards in relation to the goals children are expected to reach by the end of the reception year are likely to remain below average in all areas of learning. Overall achievement is good in Years 1 and 2, although standards are well below average in reading, writing and mathematics. Pupils achieve well in Years 3 to 6, they do very well to achieve above

average standards in information and communication technology, but standards remain below average in English, mathematics and science.

Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. High levels of care and very good relationships contribute to pupils' very positive attitudes. Behaviour is very good. Attendance is unsatisfactory, despite the school's efforts to improve it. The high level of mobility disrupts many pupils' learning.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good overall, with some lessons of very high quality. Occasionally, however, teachers take up too much of their lessons with their own talk so pupils have too little time to work on the tasks set. Teachers manage behaviour very well and have very good relationships with their pupils, which helps them promote positive attitudes to learning. Assessment is unsatisfactory. It is not used consistently to track pupils' progress or help teachers plan activities to move pupils' learning on; teachers generally provide too little guidance for pupils on how to improve their work.

Very high levels of care, guidance and support ensure that pupils' varied personal needs are identified and met. The curriculum is satisfactory overall, and the school provides a good range of activities to enrich the curriculum. Pupils' views are valued; the school council is effective in representing their views. The school has very good links with parents.

LEADERSHIP AND MANAGEMENT

Overall **leadership is very good and management is good.** The headteacher provides very good leadership, inspiring strong teamwork and a commitment to improvement. Management systems are good and ensure the school runs smoothly, but some co-ordinators are not yet fully effective in supporting required improvements. The school's strategic planning for further development has improved and is now good. The governing body fulfils its responsibilities very well, making an effective contribution to the management of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents have a very positive view of the school. They are pleased with their children's progress. Parents are unanimous in their praise for the way that staff care for their children no matter what their background. Parents value the immediate access they have to all staff.

Pupils have very positive views about school. Most enjoy coming to school and feel that their teachers help them to learn. Very few pupils have any concerns about bullying.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- ? Raise overall standards of literacy and numeracy.
- ? Improve the use of assessment information to track pupils' progress and provide a clearer indication to pupils of how they can improve.
- ? Improve attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall pupils' achievement is good. Standards on entry to the school are very low, however, and there is a high turnover of pupils, which has a serious negative impact on the progress they can make and overall standards. Very good provision ensures achievement is very good for children in the Foundation Stage, even though not all of them attain the goals children are expected to reach by the end of the reception year. Achievement is good in Years 1 to 6, because pupils' learning is good, even though standards overall remain well below average in literacy and numeracy. Pupils do particularly well in information and communication technology, in which they reach above average standards by the time they leave the school. Most pupils who remain in the school for the whole of their education do well.

Main strengths and weaknesses

- ? standards on entry are very low, but very good provision enables children to achieve very well in the Foundation Stage;
- ? standards in English, mathematics and science are well below average by the end of Year 2 and Year 6; standards of literacy and numeracy are not high enough;
- ? the high proportion of pupils with special educational needs and the high rate of mobility have a negative impact on overall standards;
- ? pupils who complete their education in the school achieve very well;
- ? pupils do very well to achieve above average standards in information and communication technology (ICT) by the end of Year 6;
- ? good support for pupils with special educational needs and those with English as an additional language enables them to achieve well.

Commentary

1. Children enter the school with wide ranging levels of attainment, but overall standards are very low. These have deteriorated since the previous inspection; analysis of initial assessments indicates that standards on entry are falling, particularly in relation to children's personal, social and emotional development and their ability to communicate and use language. Nevertheless, the very good provision made for these children and very good teaching ensures they make a good start to their time in school. They achieve very well, even though a significant number of them are not on course to achieve the goals children are expected to reach by the end of reception. There is a very strong emphasis on personal, social and emotional development and children make particularly good progress in this area of learning. In other areas, the restricted language development of a significant proportion of the children inhibits their learning. Very good provision for higher attaining children ensures they make the progress of which they are capable.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	11.6 (12.6)	15.7 (15.8)
Writing	11.3 (11.3)	14.6 (14.4)
Mathematics	14.1 (14.9)	16.3 (16.5)

There were 38 pupils in the year group. Figures in brackets are for the previous year

2. The above table shows that standards in national tests at the end of Year 2 in 2003 were well below average in reading and writing and mathematics, compared with pupils in other schools. These test results also show that in reading and mathematics pupils did not perform as well as they had the previous year. There are significant fluctuations in standards from one year to the next because there is a high proportion of pupils with special educational needs in some year groups and because of the high mobility of pupils. The downward trend of attainment on entry is also having an impact at this key stage. This is also one reason why standards in reading, writing and mathematics are not as high as those reported at the time of the previous inspection.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	23.4 (25.4)	26.8 (27.0)
Mathematics	24.3 (23.5)	26.8 (26.7)
Science	26.1 (26.7)	28.6 (28.3)

There were 42 pupils in the year group. Figures in brackets are for the previous year.

3. The above table indicates that overall standards in national tests at the end of Year 6 in 2003 were well below average in English, mathematics and science. These results are not as good in both English and science as they had been the previous year. This is because there was a high proportion (over 50 per cent) of pupils with special educational needs. Furthermore, this cohort also illustrates the negative impact of high mobility on overall standards. Of the 42 pupils who left the school in 2003, 18 (42.8 per cent) started their education at the school. Half of these pupils had special educational needs, while all the others achieved standards expected of pupils their age in English, mathematics and science. An above average proportion of them achieved the higher Level 5 in English and mathematics. The projected results of pupils leaving the school in 2004, a slightly higher proportion of whom have been in the school from nursery, show even more starkly the much better achievement of those pupils who complete their education in the school.
4. Throughout the school, overall standards in literacy are low, with a high proportion of pupils having identified special educational needs. Support for these pupils is very good and they achieve well. Many pupils enter the school with poor communication skills. There is a clear emphasis on improving pupils' speaking and listening, with teachers providing exciting opportunities to develop their skills. Although many pupils make good progress, standards remain well below average. There is a similar emphasis on improving reading, with pupils taught strategies to help them understand what they read. Teaching is often good and pupils receive good support from skilled classroom assistants. More capable readers enjoy discussing books and favourite authors. By the end of Year 2 and Year 6, however, standards are well below average. Standards of writing are weak throughout the school, with pupils given too few opportunities to extend their skills in some classes and they are not shown how to improve their work.
5. Pupils achieve well in numeracy in Years 1 and 2; their learning is good but many do not reach expected standards. Since they start from such a low base, this, nevertheless, represents good achievement. Pupils continue to make progress through Years 3 to 6 and their achievement is good, but the lack of continuity for many of them contributes to the consistently low standards. Pupils who remain in the school through Key Stage 1 and Key Stage 2 achieve particularly well, many reaching the standard expected of pupils their age.
6. Standards in science are well below average by the end of Year 2, because they are low on entry and pupils have not been able to make sufficient gains to reach expected levels due, in part, to the lack of continuity for a significant proportion of them. They continue to make

progress in most aspects of science through Years 3 to 6, but they have too few opportunities to develop their skills of scientific investigation.

7. Pupils' learning and achievement in ICT are good. Pupils make good progress through Years 1 to 6 and they reach standards that are above those expected of pupils their age by the time they leave the school. There has been very good improvement in this subject since the previous inspection, with better resources now supporting teaching and learning effectively and contributing to the significant improvement in standards.
8. Pupils with special educational needs make good progress and achieve well because their particular needs are identified early and addressed with good support. The quality of their individual education plans is good and this enables teachers to provide work that is clearly matched to their learning needs. Very good support also contributes to their good achievement. Pupils with English as an additional language also receive good support and they make progress at a similar rate to others in their class.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and their behaviour are **very good**. Their spiritual, moral, social and cultural development is very good. Attendance at the school is below average.

Main strengths and weaknesses

- ? the very warm and trusting relationships significantly contribute to pupils' learning and to their enjoyment of school life;
- ? the school has high expectations of the pupils' behaviour;
- ? the pupils' personal development is central to the school's ethos;
- ? attendance is below the national average.

Commentary

9. The school ensures that pupils have frequent opportunities to share both their feelings and their own experiences with friends and with the school as a whole. This is encouraged and promoted effectively during daily assemblies, which are used to develop pupils' spiritual, moral, social and cultural wellbeing to the full. The pupils respond enthusiastically and have very open relationships with their teachers, staff and other pupils so that the school is a happy and secure place in which to learn. They have confidence that they will be taken care of in school and so respond positively both in lessons and at play. Attitudes and relationships during lessons are often very good and sometimes excellent, with staff consistently applying policies that promote equality that reflects the individuality of each pupil. All pupils are fully included in the life and work of the school. The promotion of trusting relationships is central to the school's ethos and all staff work hard to maintain them. Although pupils are aware of the fairly recent 'concerns box', where pupils can inform the school of a range of problems, the school has found, so far, that it is used infrequently and then only to inform the school of everyday problems such as broken toilet doors. Staff believe that its infrequent use is because the pupils always have someone they can turn to if they have a problem.
10. The behaviour of the pupils is very good. Staff have high expectations to which pupils respond very positively. The 'hands-up' strategy to restore quiet in a classroom or during mealtimes is respected by pupils and applied sensibly by all staff; pupils quickly remind others if they continue talking when they should be listening. The school works hard to promote good behaviour, ensuring that pupils understand what effect their poor behaviour will have not only on themselves, their parents and friends, but also on the school as a whole. Pupils with emotional and behavioural difficulties are very well supported by the learning mentors, the Behaviour Improvement Consultant and other supporting agencies. Pupils are excluded only

as a last resort, and then for as brief a time as possible. There have been a number of exclusions over the past year involving a relatively small number of pupils. However, agreed behaviour policies are now working very well, making the headteacher confident that there will be far fewer exclusions in the coming year, if at all.

Exclusions

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	210	23	1
Mixed – any other background	2	0	0
Black or Black British - Caribbean	2	0	0
Black or Black British - African	1	0	0
Any other ethnic group	15	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

11. The school works very hard to encourage the personal development of each pupil. Every opportunity is taken to develop confidence and self-esteem, with the assemblies being a particular area where pupils are enthusiastic in their participation. The school provides pupils with frequent opportunities for extra responsibility and pupils are keen to take them up. The school recently switched the school meals from a cafeteria system to a 'family service' where a Year 6 boy or girl has the responsibility for serving the younger pupils at the table. The older pupils show real care and concern for the younger ones at their table. They ensure that they have enough food, encourage them to try vegetables and tell them off if they do not use their knives and forks correctly. The younger ones respond with very good manners and behaviour at the table.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.8	School data	0.7
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

12. Although the school has made great efforts to stress to parents the importance of bringing their children to school regularly, attendance at the school is unsatisfactory. Two notice boards at the school stress to pupils and parents the importance of attending and the school celebrates very good attendance in various ways. Pupils who achieve one hundred percent attendance over a month are named on an achievement list in the main entrance and the class that achieves the highest attendance over the week is awarded a cup at the achievement assembly, to the pupils' obvious delight. There are also very prominent notices giving whole-school attendance for the week, which is also broken down to class level. In cases of particularly poor attendance or habitual lateness, the school works in very close partnership with the Education Welfare Officer who visits the school every two weeks to review individual cases and conduct home visits. The headteacher and learning mentors also conduct home visits to ensure that lateness and non-attendance are followed up at the earliest opportunity.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education. Teaching is good, contributing positively to pupils' good achievement. The curriculum is satisfactory and there are very good opportunities provided for pupils to learn outside of lessons. Provision for pupils' care and welfare is excellent.

Teaching and learning

Teaching is **good** overall. This ensures that in most lessons pupils' learning and their achievement are good. Standards remain low however, because a significant proportion of pupils does not stay in the school long enough to benefit from the good provision. There is a clear focus on learning, as teachers strive to raise standards, and this contributes positively to pupils' achievement.

Main strengths and weaknesses

- ? teachers focus clearly on pupils' learning and on their personal development;
- ? teachers manage pupils' behaviour very well;
- ? there is a strong emphasis on inclusion;
- ? in a very small minority of lessons, teachers take up too much time with their own talk;
- ? assessment information is not used consistently to help teachers plan lessons;
- ? some teachers' marking does not always help pupils improve their work.

Commentary

13. Teaching in the school is good overall, although it ranges from excellent to unsatisfactory. Teachers work very hard, they are skilful in their management of their pupils and they have a strong commitment both to pupils' personal development and to improving standards. While this has a most positive effect on pupils' attitudes to school, it also ensures that their learning is good. Overall teaching has improved since the previous inspection, because the good and very good teaching is more evenly distributed across the school. Teaching is particularly strong in Years 5 and 6 and in the Foundation Stage. In more than eight out of ten lessons seen during this inspection, teaching was good or better; nearly half of all lessons were very good or excellent. There were two unsatisfactory lessons. Teaching in numeracy and in ICT is particularly effective and has a positive impact on pupils' learning.

Summary of teaching observed during the inspection in 52 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	23 (44%)	20 (38%)	6 (12%)	2 (4%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

14. Teachers manage the pupils' behaviour very well. Most teachers are able to draw on a good range of strategies to ensure that their classrooms are orderly. They respond very positively to their pupils and are consistent in communicating what they expect, paying prompt attention to any signs of misbehaviour. Teachers and classroom assistants are very good role models. Relationships between the adults and pupils are very good; there is a warmth and responsiveness which ensures that pupils' pastoral and academic needs are addressed.
15. A real strength in teaching is the emphasis on inclusion. There is a high proportion of pupils with special educational needs, many with learning difficulties but some with other very specific needs. There are also a number of pupils with English as an additional language. Throughout the school, teachers are very good at ensuring all these pupils are fully enabled to participate and included in their lessons.

16. There is a clear focus on pupils' learning. Most teachers are confident, many have a very direct style, which ensures lessons move with good pace; teaching is purposeful and well planned. This ensures that pupils are usually fully engaged in the various activities because they are kept focused on what they are intended to learn. Teachers are good at intervening in what pupils do with very good questions, which not only reinforces learning but also provides further challenge to move learning on. As a result, classrooms are generally busy. Teachers make very good use of their skilful classroom assistants, who support pupils' learning very effectively. This also contributes effectively to pupils' learning.
17. In the very few lessons where teaching does not meet this generally high standard, teachers tend to talk too much. In these lessons, explanations or instructions are too long. This not only reduces the time available for pupils to work on the particular planned activities, but it also means they are denied opportunities to think for themselves or take responsibility for appropriate aspects of their own learning. Also, very occasionally, classroom control lapses and pupils are not kept sufficiently focused, resulting in disruptions to their learning.
18. Overall, assessment is unsatisfactory. There are some systems and procedures in place, but these are currently inconsistently used because they are insufficiently well managed to ensure that assessment information provides teachers with a clear view of pupils' progress. Some teachers show how well they know their pupils, with their ability to focus appropriate questions directly at individuals. Some also give good oral feedback to pupils as they work on tasks set or complete them. Generally, however, teachers' provide insufficient guidance in their written comments on pupils' work, about what they could do to improve, develop or extend it.

The curriculum

Curriculum provision is **satisfactory**, and there are good opportunities provided to extend learning outside of lessons. Overall accommodation is satisfactory; resources for learning are good.

Main strengths and weaknesses

- ? the planned curriculum is sufficiently broad, but pupils have too few opportunities to extend their knowledge in religious education and their skills in writing in the junior classes;
- ? provision for personal development is a strength of the school, although elements of citizenship are yet to be fully included;
- ? interactive, vibrant assemblies start each day, with just the right tone reinforcing the ethos of inclusion and contributing positively to pupils' spiritual, moral, social and cultural development;
- ? there are high levels of participation in the wide range of extra-curricular activities provided;
- ? the school is very well resourced; the well-equipped ICT suite has had a major impact on the raising of standards.

Commentary

19. The curriculum meets statutory requirements and the planned theme weeks add both colour and enjoyment to it. Numerous initiatives are set up that reflect the school's commitment to meeting the different needs and inclusion of all its pupils. All subjects are timetabled but there are too few opportunities for deepening knowledge and understanding in religious education in some of the junior classes, and too few opportunities for pupils to work on extended pieces of writing.
20. There are well-planned opportunities for pupils to learn about and manage their emotional health. This is a strong element within the curriculum, which is also brought into the rest of the school day. All classes have a weekly lesson taken from the effective whole-school personal, social and health education programme, which is good, but lessons in citizenship are not yet fully planned and included. Good examples of pupils' work were seen throughout the school. All elements are covered and outside specialists give support. The learning mentors also take a

leading role in this area, effectively helping vulnerable pupils to deal with their feelings of aggression and disappointment, preparing them well for later life.

21. Pupils attend a daily act of collective worship that is Christian in character. These lively and interactive assemblies at the start of the day promote spiritual and personal development very effectively. Pupils' moral development is promoted well, by considering the issues and values related to problems that arise in daily life. The school council also makes an important contribution to pupils' understanding of citizenship.
22. Curriculum development is appropriately linked to raising pupils' achievement. It is strong in ICT, history and personal development. Different subjects are effectively linked through the themed weeks that take place at intervals.
23. There is wide participation in the many extra-curricular activities on offer. From the start of every day, when one of the school's governors helps to organise the breakfast club, the school is busy with a very good range of additional activities. Very good support from the local high school enables pupils to benefit from guitar, singing and keyboard tuition as well as drama and dance. The after-school *fun club* run for refugees and asylum seekers provides a most valuable opportunity for vulnerable pupils to socialise and to develop their skills. The school values outdoor education and ensures that, in addition to the programme of visits, interesting visitors such as artists, dancers and the community health professionals add another dimension to pupils' experiences. The extensive programme of after-school activities promotes a significant enthusiasm for learning. Clubs are very well attended and underpin pupils' pleasure in the creative and performing arts and sport. A games club is run by the learning mentors during the summer months.
24. The accommodation and resources for learning are satisfactory. The school is secure and spotlessly clean. A high standard of displays and very efficient use of the space available help produce an attractive interior, although there is very little storage space and the limited size of many of the classrooms pose challenges for the teaching staff. Recent changes have included the air-conditioned ICT suite, which has had a major impact on the raising of standards. The library, however, is too small to be fully utilised as a research resource but teachers often encourage pupils to use new technology to carry out independent research. The large playing field offers outside space, but the playground has little to interest the pupils.

Care, guidance and support

The care and welfare provided for pupils are **excellent**. The provision of support and guidance based on monitoring is good. The attention paid to pupils' views is good.

Main strengths and weaknesses

- ? strong teamwork ensures children's needs are identified and met;
- ? the school provides a trusting, calm and happy environment based on very good relationships;
- ? health and safety issues and risk assessments are very well addressed;
- ? the school has an effective school council.

Commentary

25. The headteacher and learning mentors work very closely together; they are an effective team, ensuring that child protection procedures are robust and implemented. All staff are well trained to ensure they are aware of any signs that a child may be a cause for concern. The trusting and open relationships between adults and children mean that pupils are confident to approach staff, so any concerns are readily identified. The Breakfast Club is a most important aspect of the school's provision. It extends the school day so that pupils have further opportunities to approach staff if they need to, and staff have more time to take notice of the welfare of

individual pupils from very early on in the school day. The learning mentors are fully integrated into the school, are well known to all the pupils and have firm and regular links with other agencies so that further support and advice is readily available.

26. The school makes every effort to ensure that pupils are able to learn and develop by making them feel safe and happy in school. From the Breakfast Club and the uplifting assemblies first thing in the morning, through to the care and concern shown by all staff throughout the day, pupils have confidence that they will be safe and well cared for. Staff know the pupils very well indeed, and often their families, so they are able to treat them as individuals, handle their problems with sensitivity and relate academic standards to particular circumstances.
27. The health and safety arrangements at the school are comprehensive with all necessary work being carried out in a timely manner. The school is determined to continue residential courses for Years 4, 5 and 6 because the pupils derive so much benefit from them. Most of these trips had previously been accommodated at YHA hostels, where the costs were low. However, due to the increasingly stringent risk requirements, the school will, this year, use a provider for the first time. The school's risk assessments for day excursions are very comprehensive with the school maintaining effective links with Leeds Education and the responsible officer being well trained. All teachers have had first aid training and it is routine for records to be forwarded to Leeds Education Authority at the end of each term so that the authority may identify trends and patterns.
28. The school council is well established, with the members being proud of the position they hold and of the responsibilities they have. Council members have to report back to their class on the minutes of the weekly meetings so that all pupils feel involved in the process and the council members gain in self-confidence. The school council has confidence that the school takes their views seriously and staff encourage the pupils' full participation.

Partnership with parents, other schools and the community

The school's links with parents, with the community and with other schools and colleges are **good**. The range of extended services provided for pupils, parents and the community are very good.

Main strengths and weaknesses

- ? the school's very good extended range of services for the community is at risk if the current building used is removed;
- ? the school involves parents and welcomes their contribution;
- ? reports are satisfactory but do not contain information on how pupils can progress.

Commentary

29. The school has developed comprehensive working relationships with a very wide range of agencies to address the problems that parents, pupils and the community, as a whole, may have. These other agencies cover areas of children's behaviour, training in parenthood, mother and toddler groups, as well as 'drop in' and interpreter facilities for parents, refugees and asylum seekers. The community rooms situated alongside the infant play area provide a most valuable venue for these agencies. The school also uses the rooms for Parent/Teacher Association (PTA), school council and a range of other meetings. This community building, however, has been condemned and will be demolished. The loss of such a valuable and very well used facility will have a detrimental impact on the school and the surrounding community.
30. The headteacher and staff place a very high priority on gaining the support and developing relationships with parents so that problems the pupils may have are resolved co-operatively. The headteacher and learning mentors regularly conduct home visits to resolve problems, and

in cases of poor attendance will collect pupils from home. The learning mentors and headteacher attend meetings of the Fairfield Residents Association in order to maintain close links with the parents and the wider community in order to help resolve problems together. Parents are regularly informed of school events, are encouraged to attend and their views are sought in an annual questionnaire. The parents run a successful PTA that provides valuable support and fund-raising events for the school. Parents have a very high regard for the school and relationships between parents and teachers are warm and co-operative.

31. The annual reports on pupils' progress are satisfactory, but targets are often not clearly stated and do not encourage parents to become involved in their children's learning. These reports, however, are very personal to each pupil with the teacher commenting on what the pupil is able to do. Parents are well informed in half-termly newsletters about what their children will be learning in the coming weeks.

LEADERSHIP AND MANAGEMENT

The school is **very well led and effectively managed**. The headteacher provides very good leadership, ensuring strong teamwork and a commitment to improvement. She is very well supported by a hardworking governing body, which ensures that governance of the school is very good. As a result of good management the school runs smoothly.

Main strengths and weaknesses

- ? the headteacher's leadership is very good, providing clear direction, purpose and inspiration;
- ? the school's excellent inclusive ethos ensures provision addresses everyone's needs;
- ? the governing body is well led and very effective in contributing to the management and development of the school;
- ? while there are good management systems in place, they are not all sufficiently effective in supporting improvement.

Commentary

32. The headteacher provides very good leadership for the school, ensuring clear direction and purpose. Her style of leadership is very effective; she is frequently about the school and readily available to pupils, staff, parents and governors. She sets the tone for each day in acts of collective worship, reinforcing the school's ethos of inclusion, ensuring that pupils feel valued, recognising their achievements and creating a very good climate for learning. She communicates an interest in each individual and a concern for their development that sets an excellent example for others to follow. She inspires both pupils and staff, and this is reflected in the way that everyone goes about their work; it ensures strong teamwork and shared values and vision for the school.
33. The school is fully inclusive, ensuring a happy and harmonious environment where pupils achieve well in relation to their abilities because provision has been put in place to support their development. For example, pupils who have special educational needs, and those with English as an additional language, are fully included, they receive extra help where they need it and, as a result, make progress at a similar rate to their classmates. Those pupils who may be experiencing personal difficulties receive very good guidance and support from the school's learning mentors. The school actively involves visiting specialist teachers, in either working directly with pupils, or in advising staff. For example, a pupil with a visual impairment is very well supported by the school, and staff have followed advice from the local education authority's central service.
34. The governing body is very effective and does everything it should to fulfil its duties. There has been good improvement since the previous inspection because the key issues have been dealt with effectively, and the most significant recommendations have been put in place. Governors

know what is happening in school because most link with a member of staff in order to support subject development. Governors have a very good grasp of the school's strengths and weaknesses, and have played a full part in creating the school improvement plan and evaluating its progress. Some governors are able to visit the school to increase their understanding of its work. The governing body is very well led by an experienced chair and vice chair who share the same vision and aspirations for the school. Central to that vision is raising standards of attainment, especially in English and mathematics.

35. The school has good management systems in place to self-evaluate the effectiveness of its provision. As a result it has appropriately identified that assessment systems, and the use made of performance data, are unsatisfactory. Inspection evidence supports this view because, in some subjects, while teachers are analysing pupils' performance in the national and optional tests, as yet these findings are not used effectively to drive up standards in English, mathematics and science. Moreover, individual co-ordinators are not yet fully effective in supporting required improvements. For example, in mathematics and science, the co-ordinators have identified a need to make learning more effective by giving greater emphasis to practical and investigative approaches. Inspection evidence indicates that because these initiatives have not been monitored closely and supported, there has been insufficient improvement. With both English and assessment, the temporary absence of the co-ordinator has resulted in a delay in the analysis of the results of statutory assessment and the support of further developments in teaching and learning.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	822,904.00	Balance from previous year	57,030.00
Total expenditure	835,844.00	Balance carried forward to the next	44,090.00
Expenditure per pupil	2,804.85		

36. Financial management is good. The school improvement plan is better than it was at the time of the previous inspection, now having an appropriate longer-term view of development closely linked to available finance. The budget is monitored effectively by school administrative staff, governors and a local education authority finance officer. The school follows the principles of best value well by securing competitively priced contracts, using the resources of the community and other schools well, and by regularly consulting with its parents.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **very good**.

Main strengths and weaknesses

- ? very effective leadership has ensured that provision has continued to improve;
- ? there is a strong focus on children's learning, supported by a rich variety of resources;
- ? the quality of teaching is very good, contributing positively to children's very good achievement;
- ? partnerships with parents are effective.

Commentary

37. The good features reported in the previous inspection remain strengths. The Foundation Stage co-ordinator provides very effective leadership and management, which are ensuring that provision continues to improve. The recently introduced self-contained unit enables the school to organise fully integrated, coherent and effective provision for all children in the Foundation Stage. The organisation of the unit as a whole is very good. It is very flexible, enabling staff to address the needs of individuals or small groups of children, it makes a wide range of resources readily accessible to children and it is effective in ensuring continuity in children's learning across the whole key stage. The significant improvements made have resulted in provision that is now very good.
38. There is a very strong focus on children's learning throughout the unit. There is a rich variety of resources, which are used very effectively to stimulate and extend learning. They are very well organised to ensure that children have full access. At times during the day all children are able to exercise choice, initiating activities for themselves or with others, thus developing independence and the ability to manage resources for themselves. There are good routines established for children selecting and working in the different areas or with particular pieces of equipment. There is also good provision to support children's learning outdoors, which is used very effectively as an extension to the unit. Children generally enter nursery with very low prior attainment, but the focus on learning and the rich environment provided ensures that they achieve very well.
39. The quality of teaching is consistently high throughout the Foundation Stage Unit. Teachers and nursery nurses work very effectively as a team. Both assessment and planning are very good. All staff are skilful in observing and recording in detail aspects of children's learning. With their joint planning, this ensures that all staff understand and then are prepared to meet the children's learning needs very well indeed. They use a good range of teaching strategies, entirely appropriate for children this age, in both direct teaching of the whole group or in more intensive work with individuals or small groups. Staff are skilful in exploiting the opportunities to extend children's learning through the variety of resources they have set up. This ensures that children have very good opportunities to learn through structured practical activities, which is contributing to the progress they make and their very good achievement. At times, very good provision is made to extend higher attaining children in reception, when a small group works separately with one of the staff on more challenging planned activities.
40. There are effective partnerships with parents. These are sustained by the very good start of day arrangements, in which parents are enabled to share an activity with their child. Induction arrangements are good, with children and parents invited into the unit prior to their starting and parents are provided with a booklet of information and offered home visits to prepare them and their children for entry into the unit. Good opportunities are taken to talk to parents about their

children's learning and progress as they collect them at the end of the session. Parents are very pleased with the provision made for their children in the Foundation Stage Unit.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **excellent**.

Main strengths and weaknesses

- ? children show very good achievement in their social and emotional development;
- ? relationships are excellent and teaching is very good, so children have fun and enjoy learning.

Commentary

41. This area of learning has a very high priority when children start in the nursery, because initial assessment indicates that personal and social development is poor. Children make rapid progress however, so by the time they enter Year 1 a significant proportion of them have done well to achieve the goals children are expected to reach by the end of reception. This is because teaching is consistently very good, there are excellent relationships and a very well planned range of activities ensuring that children quickly settle and feel secure. The youngest children learn effectively from the older ones so that established routines are quickly understood. All the staff work successfully to ensure children learn to share, co-operate and play confidently with others. There is very friendly and positive interaction among all staff and children, which is effective in ensuring children feel safe and secure. Adults are very good role models. Children have fun and, as a result, enjoy learning. They are well behaved and able to share resources fairly and take turns. They co-operate well with each other, as they work in the sand or water for example, or when they join in work in the shop and, through such activities, they learn to show respect for others' ideas, thoughts and feelings. This has a positive impact on their social development. Good routines support the development of children's understanding of the need for personal hygiene, like washing hands after going to the toilet, which staff are insistent in reinforcing.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- ? children make good progress in developing their language skills from a low starting point, but standards are below average by the end of reception;
- ? good opportunities are provided to develop children's speaking;
- ? there is good provision for higher attaining children in reception.

Commentary

42. There are very good opportunities in all the activities provided for children to develop their language and communication skills, which are generally poor when they enter nursery. Teachers and nursery nurses give a high priority to extending children's language skills. Children make good progress and achieve well. However, despite the very good teaching and the wide range of opportunities provided, a significant proportion of children do not achieve the goals children are expected to reach by the end of reception. Good routines for speaking and listening are established right from the start, with children taught how to listen to each other and take turns in speaking, which are reinforced in all their activities. A significant proportion of children are reluctant to speak and staff work hard to involve them in one-to-one and small group discussion during their play and work in the various activities. There are good opportunities for whole-class discussions in reception, like when a child reports on what they

have done with Sam, the Teddy they take home for tea. Very good use is made of drama to enable children to retell a story, like they did playing the parts of characters from *The Dream*. By the end of nursery, higher attaining children are beginning to write their own name unaided and most are making marks in free writing activities, like making labels or shopping lists, for instance. Listening to stories, sharing books with an adult, or singing rhymes and action songs are all used effectively to help children learn letter sounds and some simple words in a most enjoyable way. The very well planned provision is extended for reception children with specific focus on literacy. At these times, children are taught separately and, as the year moves on, this is increasingly effective in preparing the group for their work in Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- ? children's learning is good, but standards are below average by the end of reception;
- ? very good practical activities and teaching enable children to make good progress.

Commentary

43. Teaching is very good because all staff make the most of the practical activities set up across the unit. This enables the children to achieve well from a low starting point, although a significant number of them do not reach the goals children are expected to reach by the end of reception. Teachers and nursery nurses are good at helping children use mathematical language, as, for example, when they try to solve problems in their play, and they are skilled at posing questions to make children think about number or shape. There is a clear emphasis on appropriate vocabulary, which is evident in practical activities, like the shop for example. In these areas teachers work very well indeed to extend children's learning, participating in their play and intervening very effectively to teach, reinforce or challenge. In some, such as *Bramley Station*, there is very good supporting material to extend children's thinking, like timetables and books. There are very good resources in a range of practical activities providing opportunities for counting, matching size and reinforcing recognition of numbers, often with a challenge for the children, like *How many Teddies hanging out to dry?* Higher attaining nursery children can count accurately up to 20; most children recognise numbers up to nine. By the end of reception, most children can complete strings of numbers on a number line and can record the answers to simple addition facts up to ten. They recognise simple solid shapes and can name them. Higher attaining reception children show they understand symmetry. As they made symmetrical patterns using the computer, for example, one explained "I did it with the same colours and in the right place, it's the same at each side." The very good range of practical activities provided for children in the unit is contributing positively to the effectiveness of their learning and the progress they make.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- ? children's learning is very good, because very good opportunities are provided for them.

Commentary

44. Teaching and learning are very good, ensuring that children make good progress and achieve well in this area of learning, although standards remain below average by the end of reception. Children are provided with a wide range of opportunities to learn about their world. Areas for role-play, such as the one set up about going on an expedition, are excellent. The high quality resources provided enable children and adults to prepare with appropriate fur clothing and boots, camp in the tent, prepare meals with the camping stove and packed food and sleep in the sleeping bags. Such activities provide excellent opportunities for teachers to engage children in thinking and talking about the experience and they make good use of the opportunity to extend vocabulary, in discussing such ideas as insulation, for example. There are very good resources for extending the activity, such as information books and maps to help children plan their own expeditions. The theme is also extended in other areas, such as the water tray, where large blocks of ice are included to extend the experience of touch and feel and also stimulate play with 'icebergs'. Large stimulus displays also contribute very effectively, providing information to attract and engage children's thinking. Children have access to a computer and some are confident to use it. They are developing good mouse control. At times, teachers make good use of the computer to extend discussions with children about aspects of their work in other areas. One very good example was observed as the teacher helped children find information on a CD-ROM related to their earlier work on the Chinese New Year. This was very successful in engaging children's attention and enabled the teacher to provide new information and discuss children's understanding.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- the very good range of opportunities to work with a variety of tools contributes effectively to children's physical development;
- accommodation is spacious and the outdoor area is very well used to promote children's learning.

Commentary

45. Children have very good opportunities to develop their skills in manipulating equipment such as scissors, writing and drawing pencils, paint brushes and other tools, and in handling a range of equipment when making models. This enables them to make good progress in this area of learning because there is an appropriate emphasis on helping children develop these skills well. When working outside, they have very good opportunities to move, climb and balance. There is a very good range of equipment that is helping children develop an appropriate awareness of space and enabling them to learn to control their own bodies in various situations. Teaching in this area is very good, which also contributes to children's good learning, with the majority of them achieving the goals children are expected to reach by the end of reception.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- ? children enjoy the range of activities provided for them and they achieve well.

Commentary

46. Teachers plan a good range of interesting activities, which stimulate children's imagination. Teaching is good and, with high levels of support, a significant proportion achieves the goals children are expected to reach by the end of reception. Children enjoy these well-planned art and role-play activities. They concentrate well as they make pictures and models with a variety of materials, paint or construction equipment. Children enjoy exploring the water and sand, especially when there is something special linked to their work in other areas, like the ice. By the time they are in reception, children relate well to each other, sharing in imaginative drama as they recreate a story they have listened to. In their music sessions children sing with obvious enjoyment. Various opportunities for role-play are used very well to develop children's imagination.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- ? standards are well below average and have been for a number of years;
- ? achievement is not consistent across the school;
- ? teaching is satisfactory overall, although often good and very good; excellent teaching in Year 6 accelerates learning;
- ? teachers often give good oral feedback, but comments in their marking are not sufficiently helpful to pupils in enabling them to improve their work;
- ? the disruption to leadership and management of the subject has contributed to the lack of consistency in the use of assessment;
- ? support for pupils with special educational needs is very good.

Commentary

47. Standards are well below average by the end of Year 2 and Year 6. They are not as high as those reported in the previous inspection, so improvement since then has been unsatisfactory. However, there are a number of reasons to consider. Detailed analysis of attainment on entry shows that there are increasing numbers of children entering the school with very low levels of communication skills, concentration and confidence. There are also significant numbers of pupils who have experienced emotional trauma, many of whom join the school late. There are many skilled teachers who work very hard in this school but a lot of their energy goes into settling and resettling these new pupils. Analysis of assessment information clearly shows that the pupils who complete their education in the school do better than average in reading and writing.
48. Overall standards in both reading and writing are well below average by the end of Year 2 and Year 6. A major factor is the high proportion of pupils with special educational needs in both Year 1 and Year 2, but teaching is good and often very good. This ensures that achievement is good. There is a dip in the progress pupils make in both reading and writing in Year 3 and Year 4 resulting in unsatisfactory achievement. One reason is that pupils have too few opportunities for extended writing, so they are not developing their skills quickly enough. More systematic progress is made in Year 5, and in Year 6 it is very good, but it is too late for many pupils to make the strides they need to make. There has been a strong focus on the development of speaking and listening skills. There are well-planned opportunities for pupil-talk across the curriculum and teachers consistently expect pupils to use specific subject language. Pupils are often asked to discuss issues or to evaluate work. This is working well throughout the school because, although standards of speaking are well below average in Year 2, they are below average in Year 6. Achievement is good.
49. Teaching is satisfactory overall, even though in lessons observed during the inspection it was often good and very good. This is because the work in pupils' books indicates that in some classes, they do not achieve as highly as they could. However, teachers know their pupils very well indeed and their direct questioning is good, enabling them to focus questions at an appropriate level for individual pupils and this contributes positively to their good response. Teachers interest and engage pupils very well through exciting approaches, such as role-play and hot-seating, that emphasise speaking and listening. The methods they choose are inspired. Where teaching is most effective, teachers give pupils the tools to improve their work, such as stressing the use of time connectives in story writing, for example. In some lessons, however, teachers spend too much time on their introductions so that pupils have too little time to work on tasks set. Systems for the teaching of spelling, and checking that pupils can read

and spell common words, could be improved, helping pupils to make better progress. Pupils read regularly to adults, clear records of progress are kept, with parents able to contribute and make comments in their child's reading diary. Younger pupils are taught strategies to help them understand what they are reading. Group reading and writing sessions are teaching key skills at the right levels. Higher attaining pupils enjoy reading and talk about the different authors and stories, identifying key characters.

Example of outstanding practice

In a literacy lesson with Year 6, pupils were taught to write a playscript for a father and son from a mining community

This lesson was highly successful because the teacher used the pupils' individual work from the previous day as a point of reference for the individual learning in the lesson. As a result, he was able to accelerate each pupil's learning through skilled questioning, informal target setting and promoting independent learning. His assessment was so precise that he set the challenge at exactly the right level and moved about the room with no wasted time, successfully interacting with all pupils. Relationships were excellent and pupils were reminded of the importance of high expectations at every turn. When pupils volunteered an answer their thinking was extended. Acceptable work was 'fine-tuned' so that pupils learnt the value of doing a good job well. The culture in the classroom was one of pushing for excellence. Pupils were learning empathy for the miners as well as a lesson in life about always giving of one's best.

50. Teachers are very positive in their approach and they give good feedback to pupils in lessons, but there is less evidence of rigorous marking so pupils are often unsure about how to improve their work. This was the case in some junior classes where teachers' marking was almost wholly positive with only an occasional isolated developmental comment. Writing is the least strong element of the subject because, sometimes, work that is not good enough is accepted and marked too positively.
51. Leadership and management of the subject have been disrupted recently, which has had a negative impact on the strategic direction of development and the pace of improvement. One result has been that, while teachers are not complacent about accelerating learning, there has been a lack of consistency in the use of simple yet rigorous systems for tracking progress. Overall resources are satisfactory, but the library is too small to use as a research resource. Although many teachers incorporate the use of new technology, pupils' research skills are underdeveloped in some year groups.
52. Support for pupils with Statements of Special Educational Need is very good. Support staff are committed to raising standards and work together with increasing effectiveness.

Language and literacy across the curriculum

53. Writing and speaking skills, together with drama, are used regularly but not always effectively across the curriculum to extend learning in subjects such as history and geography. In some classes there is too much use of worksheets and this limits opportunities to develop pupils' independent recording skills. Teachers do not always insist on good standards of handwriting and presentation across the curriculum.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- ? standards are well below national averages at the end of Year 2 and Year 6;
- ? pupils' problem-solving skills are underdeveloped, especially when questions involve words;
- ? pupils are achieving well because of good, and sometimes very good teaching;
- ? leadership and management of the subject are good.

Commentary

54. Pupils enter the school with very low prior attainment. They achieve well as they move through school, but overall standards of attainment remain well below expectation at the end of Year 2 and Year 6. This is due, in part, to the constant changes in the school population with new pupils admitted frequently and sometimes staying for only short periods of time. Occasionally, some of these pupils return at a later date, but this adversely affects continuity in learning and consequently the standards they attain. Analysis of the results of statutory and optional assessment indicates that pupils who complete their education in the school achieve well, with a good proportion reaching average standards. Pupils who have special educational needs achieve well in lessons and in the small withdrawal groups. In the most recent national tests boys did better than girls at the end of Year 6, but there were no significant differences in the attainment of boys and girls in work seen during the inspection. Pupils with English as an additional language receive appropriate help and guidance in lessons, and as a result they achieve well.
55. There has been good improvement since the previous inspection because the quality of teaching and pupils' achievement are now both consistently good throughout the school. Lessons are now generally well planned for pupils of all levels of attainment, with an appropriate level of challenge for higher attainers, whereas there was insufficient challenge previously. There has, however, been a decline in standards since the previous inspection when pupils were attaining in line with national averages.
56. Pupils continue to have positive attitudes to mathematics, and work hard in lessons. This is helping them to achieve well in most areas, except problem-solving, where a significant number experience problems in establishing what the question is asking them to do. Pupils find this type of question especially difficult if it involves completing several steps before they reach an answer. The school has appropriately identified problem-solving as a priority for development. Recently, all classes have ensured there are opportunities for problem-solving activities daily, sometimes at the beginning of lessons, or there are whole lessons based around it. These increased opportunities for problem-solving are important, as an examination of pupils' books indicated that insufficient attention had been given to this area previously.
57. The quality of teaching is good, overall, and there is a significant proportion of very good teaching, especially in Years 1 and 2, and Years 5 and 6. In a very good lesson in Year 2, for example, pupils were undertaking problem-solving activities involving money. In a successful beginning to the lesson, the teacher played 'Bingo', to which pupils responded enthusiastically and listened carefully to the focused problem-solving questions, such as finding the change from 50p when they had spent an amount. As pupils worked towards 'Bingo', the teacher asked them to explain the strategies they had used to arrive at the correct answer. The main activity developed these problem-solving skills well when pupils worked with real money and shopping lists, as they calculated the total cost of items and the change required. There was very good provision for pupils of all abilities in this lesson as those who needed more difficult tasks were given them, whilst those needing intensive support worked with a teaching assistant. In a very good end to the lesson, the teacher asked a number of quick-fire questions that enabled her to assess pupils' progress and understanding. She ensured questions were

appropriately framed, with harder ones for the higher attaining pupils. The very good features of this lesson characterised the good and very good teaching seen in other lessons.

58. Leadership and management of the subject are good. The co-ordinator has checked on the quality of teaching in some classes; involved a local education authority numeracy consultant to work with the school on its priorities; ensured there are sufficient resources available to teach the subject, and analysed test and examination papers to find pupils' strengths and weaknesses. However, these analyses have been used insufficiently in guiding the planning of future activities, as have day-to-day assessments in planning the next steps in learning. The school's numeracy governor is well aware of the subject's strengths and weaknesses and gives very good support to the co-ordinator.

Mathematics across the curriculum

59. The skills of numeracy are used satisfactorily in other areas of the curriculum; for example when pupils complete tables, block graphs and pie charts in science. ICT is used well in numeracy when pupils in Years 1 and 2 work in the computer suite on a program to develop their understanding of *greater than* and *smaller than*. Computers in classrooms were not used during numeracy lessons, however.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- ? standards are well below national averages at the end of Year 2 and Year 6;
- ? pupils do not have enough opportunities to carry out investigations;
- ? pupils are not as confident at recording the results of investigations as they are at discussing them because they are not taught to record them appropriately;
- ? skills developed in science lessons are used well in other subjects, such as design and technology; and pupils use mathematical and English skills well in science activities.

Commentary

60. When pupils enter Year 1, most are working well below expectation for their age group. This is because attainment on entry to the school is very low and pupils have been unable to make enough gains to catch up. By the end of Year 2 and Year 6, pupils' standards are still well below average. This is due, in part, to a lack of continuity in learning for a significant number of pupils because they have joined the school later than others or, in some cases, because they have left the school and returned. Analysis of assessment indicates that, while overall achievement is good, those who join the school at the normal time and leave at the end of Year 6, achieve very well, with a majority doing well to attain average standards. Pupils who have special educational needs, and those with English as an additional language, achieve well in relation to their capabilities. In the 2003 national tests, boys were achieving at higher levels than girls in the junior years. However, there were no significant differences in the attainment of boys and girls during the inspection.
61. There has been satisfactory improvement since the previous inspection. Most of the teaching seen during the inspection was good; the teaching of all the junior classes by a specialist science teacher is a positive contribution. Pupils also now have greater opportunities to use skills and knowledge gained in other subjects across the curriculum. For example, pupils in Year 6 spoke about how they had devised a complex electrical circuit in design and technology to operate a clown, and a helicopter propeller. Pupils have good opportunities to use their mathematical skills in science, when they present and interpret data in tables and pie charts

for example. English skills are also used well when pupils are required to follow instructions. In most aspects of science, pupils continue to achieve well, except in the development of scientific skills through investigations, because they do not have enough opportunities to undertake these.

62. The school has rightly identified a need for greater emphasis on experimental and investigative approaches in developing pupils' scientific skills. Only three lessons were observed during the inspection, but the overall quality of teaching was good and each lesson provided opportunities for pupils to learn by first-hand experience through investigation. However, an analysis of pupils' books indicates there have been insufficient opportunities for investigative work, over time. Pupils in Year 6 were able to talk confidently about 'fair testing', but were hesitant when discussing predictions and variables. They were able to talk confidently about some of the investigations they had completed, but less so about how to write these up. Consequently, pupils' skills are not developing as well as they might because they do not complete enough investigations, and because there is greater emphasis on discussing findings than recording them. Whilst pupils achieve well in most aspects of science, their ability to use and apply scientific skills is underdeveloped, and this is affecting overall standards of attainment.
63. Leadership and management of the subject are satisfactory. The co-ordinator has checked on the quality of teaching and learning in some lessons, but, as yet, this has not had enough impact on the way the subject is taught. The co-ordinator has recently started teaching all the science lessons with junior age pupils. In due course this should contribute to greater consistency in teaching methods and progression in learning for pupils. The assessment of strengths and weaknesses in pupils' understanding is underdeveloped, but the school is in the process of implementing assessment materials that will improve the teachers' understanding of pupils' next steps in learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- ? very good leadership has led to good improvement in the quality of provision through a firm focus on removing barriers to learning and monitoring learning;
- ? standards are above average and pupils achieve very well;
- ? teaching is very good and very good support is given to pupils with specific needs;
- ? the quality of technical support is high;
- ? there is scope to improve assessment procedures and planning for more able pupils;
- ? the use of ICT across the curriculum is good but could be further improved.

Commentary

64. The improvement since the previous inspection has been dramatic, raising standards from below average to above average in a relatively short time. This is because the subject leader has been instrumental in driving through essential changes and laying strong foundations for further improvement. Each change has been carefully researched and staff development has kept pace with development through initiatives, such as the weekly troubleshooting surgery. Staff have embraced new initiatives and the ICT suite buzzes with purposeful activity every afternoon and is increasingly used during the morning. There is also a lot of evidence of the use of digital cameras around the school.
65. Achievement is very good because pupils have gained the knowledge they need to use computers as a research tool across the curriculum, as well as experimenting with learning in different ways. All aspects are planned. Consequently, pupils are gaining in confidence; they respect the equipment, know their way round the keyboard and even the youngest pupils are

used to a long series of commands as they access familiar software programs. Pupils in Year 2 developed their logical reasoning as they competently followed a sequence of seven operations to access a fruit tree. They filled in the gaps on the tree by asking questions such as, "Does it have pips?" so that they could choose the correct fruit each time. Older pupils talk confidently about search engines and swiftly locate the information they need. There is no wasted time because they have been effectively taught research skills.

66. Teaching is very good because staff transmit confidence and are not afraid to give control to pupils. Pupils in Year 1 built a *heart* on screen through controlling the mouse. The teacher had introduced the lesson so well and had effectively built up skills over the preceding weeks that pupils made very good progress in ICT and increased their knowledge of the human body. Similarly, pupils in a Year 5 lesson had been so well taught about databases that they were able to use the technology to help them solve the problem of completing a table about different sports. This lesson appealed to pupils because it enabled them to use their existing knowledge and to gain an understanding about database features. Two pupils, who sped through the prepared task, were encouraged to create their own database called *Teachers*, which they shared with the rest of the class. Not only had the pupils downloaded music from the Internet, but they had also imported clipart images to reflect each teacher's character. When the class saw the chosen look-alikes they roared with laughter. Pupils laugh a lot in this school. There is also an enlarged screen that is effectively used for pupils with a visual-impairment. Other pupils with specific needs are greatly helped by the number and high quality of the support staff.
67. The school benefits from high quality technical support, although availability is currently limited to the afternoons. This support drives the weekly after-school computer club which gives pupils enhanced opportunities for working together. One worthwhile project has been the production of a high quality school newspaper, which was produced by the whole team working towards a common goal.
68. There is scope to improve assessment procedures so that work is matched to the level of ability in the teaching group. Many teachers are assessing pupils' skills and moving them on in lessons but the procedures are not yet formalised and rely on individual teachers' skills

Information and communication technology across the curriculum

69. Good use is now made of ICT across the curriculum and four classes regularly visit the computer suite for lessons other than specific ICT lessons. Teachers' planning for other subjects identifies opportunities for its use. Pupils made good progress in the instances when they were observed preparing for other subjects, such as science.

HUMANITIES

Insufficient work was seen in **geography** to inform an overall judgement about provision.

70. Pupils achieve a satisfactory standard of work, although in Year 3, pupils' weak writing skills reduce the quality of their written work. Pupils' attitudes are good and the curriculum is effectively complemented through visits and visitors. Procedures have been developed for measuring pupils' progress on a regular basis. Scrutiny of pupils' work shows that standards are average in both Years 2 and 6 and that pupils' achievement is satisfactory. Marking, however, does not always provide pupils with enough information about how to improve their work. Satisfactory use is made of ICT to add depth to the quality of pupils' learning.

HISTORY

Provision in history is **satisfactory**.

Main strengths and weaknesses

- ? achievement is good because of interesting teaching strategies;
- ? teaching is good because good use is made of primary and secondary source materials;
- ? pupils with special educational needs and pupils with English as an additional language achieve similarly to the others, as a result of the good support they receive;
- ? ICT skills are used well for research;
- ? history makes a good contribution to pupils' social, moral and cultural development.
- ? the leadership and management of the subject are effective.

Commentary

71. Standards in history by the end of Years 2 and 6 are similar to those normally found, but achievement is good by the end of Year 2 and Year 6. This is a satisfactory improvement since the previous inspection. Pupils' achieve well as a result of good teaching and effective use of primary and secondary source materials, which stimulates interest.
72. Lessons are planned well. Good teaching holds pupils' interests well and effective pace is sustained through an imaginative range of activities. As a result, learning is good and is sometimes very good, as seen in a Year 5 lesson where the teacher entered the room as Elvis Presley and continued in role for much as the lesson. The pupils were given the opportunity to ask prepared questions about life in the 1950s and were treated to a few bars of *Hound Dog*. This gave rise to a lot of laughter and gasps of 'Wow!' as pupils learnt about the size of computers in the 1950s and the absence of the mobile phone. Later in the lesson, pupils took notes while watching a video from the period. The good attention paid to special educational needs was apparent when one pupil with a visual impairment used her Braille machine and other pupils with specific needs consulted their teaching assistants and were supported very well. The classroom environment was a rich resource and high quality displays helped to effectively promote the subject.
73. Pupils use the Internet to research aspects of the past and there are good opportunities to do this in Year 5 and Year 6. Younger pupils are given a lot of first-hand experiences and become increasingly aware of the sequence of events in time. Their study of history is enriched by educational visits and visitors. As a result of these experiences, history comes alive and events of the past are more meaningful.
74. Pupils in Year 5 were fascinated by photographs of one of their teaching assistants, which showed the changes in fashion through the decades. This is a good feature of the school. All of the staff work as a team to promote the spiritual, moral, social and cultural development of the pupils.
75. The co-ordinator is enthusiastic and effective and is keen to raise standards even further.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- ? teaching is good overall;
- ? strong leadership has improved the planning for the subject and raised the profile of the subject; there is more work to do regarding the assessment of pupils' work;
- ? the daily act of collective worship deepens pupils' understanding of Christianity and its values in a unique way;
- ? there is limited evidence of the recording of pupils' work in Years 4 to 6;
- ? there is more scope for enriching the subject through visits and visitors.

Commentary

76. Pupils attain standards in line with those expected in the locally agreed syllabus by the end of Year 2 and Year 6. This represents good achievement given the very low level of many pupils' literacy skills when they start school. They achieve well because of good teaching, particularly in Years 1 to 3. There is limited evidence in the older pupils' books. The quality of teaching is good and the progress it promotes in pupils' work is good in Years 1 to 3. Younger pupils begin to understand that people pray in different ways and may worship different Gods when they compare Jewish festivals and customs with Christian festivals. They were fascinated by the idea of a mezuzah in one lesson. Older pupils showed some knowledge of worship and prayer but had limited knowledge about other faiths.
77. The planning that was criticised at the time of the previous inspection has been greatly improved by the subject leader. This provides good guidance to teachers. Other aspects, such as display and resources, have improved. Procedures for assessing pupils' work have been developed but are not yet fully in place. The time allocated to the subject is evident in the younger pupils' work but continues to be an issue for the older pupils. The school has a satisfactory range of resources or artefacts to aid religious studies, and these are stored for ease of access.
78. Pupils attend a daily act of collective worship that is effective in furthering their understanding of Christianity and its values. These experiences make a valuable contribution to pupils' personal, social and cultural development. Pupils' moral development is promoted well by the consideration of issues and values through exploring problems that arise in daily life. A good example was seen during a whole-school assembly when the headteacher talked about an incident that had resulted in her little dog Fifi being close to death. The pupils were able to feel empathy because Fifi was in the school hall and the incident was described so realistically. The theme of loss was continued in a lesson with younger Key Stage 2 pupils, which again developed their insight into loss and death. Lessons in personal and social development help to develop pupils' awareness of spirituality and to understand themselves. Their awareness of a Higher being is carefully nurtured through opportunities to experience times of quiet reflection and join in prayer.
79. At present there are few opportunities for pupils to visit places of worship or to learn from faith leaders.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

It was possible to observe only a very small number of lessons in art and design during the inspection. No lessons were observed in design and technology because this subject alternates on the timetable with art and design and so it was not being taught during this half term. In both music and physical education it was possible to observe only two lessons. Consequently there was insufficient evidence to support a judgement about provision in these subjects.

80. In **art and design**, pupils' work on display around the school and in the co-ordinator's portfolio is frequently good, and indicates that an appropriate range of skills has been taught. The sample of work seen indicates that standards are in line with those expected and similar to those observed at the time of the previous inspection. Throughout the school pupils achieve well.
81. Younger pupils' work indicates that they are developing good painting techniques and brush control, in their self-portraits for example, and their use of colour is vibrant and clean. There is a good emphasis on colour mixing. In their work drawing with chalks and pastels they learn to blend colours to good effect. Pupils have good opportunities to extend their skills working with a

variety of materials. The lesson observed with Year 1 pupils showed them working creatively on their three-dimensional masks, using papier-mâché and plaster of Paris to create features, after reading the story *Where the Wild Things Are*. In this lesson pupils were engrossed in their work and fully concentrating over a lengthy lesson. In another lesson observed with younger pupils, however, too much discussion impeded progress because the time left for pupils to explore the materials provided was too short.

82. Older pupils continue to make good progress developing their skills. Drawing skills are well developed, with pupils gaining good control of line. By Year 6, pupils' observational drawings show they understand proportion and they are able to show facial features or folds in clothing by good use of shading. At this stage, pupils continue to develop a good appreciation of colour, as they dye the background for their tapestries for example. Good use has been made of artists in school to support the development of pupils' skills and enhance the art and design curriculum. One, for example, led a stained glass project, the results of which are very effectively displayed in the school entrance.
83. In **design and technology** it was not possible to make a judgement about standards because there was very little completed work available or on display around the school and no opportunities to observe pupils working in lessons.
84. **Music** plays a very important part in the life of the school and makes a significant contribution to pupils' spiritual and personal development. The school's daily act of collective worship includes frequent opportunities for pupils to sing a variety of songs, including prayers, such as *Be Still in the Presence of the Lord*. Pupils particularly enjoy *Give It All You've Got* where they sing loudly and enthusiastically, "We are the children of Bramley school". The lyrics of this song give pupils an opportunity to sing about how proud they are of their school. On these occasions, singing by pupils, staff and choir is a joyous event, and an important corporate activity as all join in with the singing and actions. Overall standards of singing are in line with expectation for pupils of this age.
85. The school provides good opportunities for pupils to develop their musical skills through the lunchtime choir and with visiting teachers of guitar, percussion and keyboard. Instruments are provided as needed and this ensures activities are open to all pupils in the appropriate age group. Since the previous inspection, the school has appointed a music co-ordinator who has introduced a scheme of work for non-specialists, and whose personal expertise is contributing well to the subject's development.
86. Pupils follow the full range of activities required by the National Curriculum in **physical education**. In the lesson observed in Year 6, pupils had very good opportunities to develop their skills in dance. This lesson was taken by a visiting teacher whose enthusiasm and skills motivated the pupils to try very hard in developing their personal sequences. By the end of the lesson, pupils had made very good progress in extending their dance skills, demonstrating them with a high degree of control and flair. Standards in this aspect of physical education are above those expected of pupils their age.
87. In a very good lesson in Years 1 and 2, pupils developed travelling and jumping skills very well, transferring these from floor activities to the apparatus. The teacher used examples of pupils' work well to help others improve the quality of theirs. The teacher's planning ensured all played a full part in the lesson, including one pupil with particular special educational needs who participated fully. The teacher's very well-planned lesson provided opportunities for pupils to make very good progress in developing their gymnastic skills.
88. Pupils go swimming in Year 4, and, at the time of the inspection, approximately one fifth of them had achieved the National Curriculum standard of 25 metres.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This is a strong element within the curriculum and it is brought into the whole of the school day.

89. All classes have a weekly lesson taken from the effective whole-school programme, which is good and is set to improve even further when citizenship is included. Good examples of work were seen throughout the school. For example, pupils in Years 1 to 4 had focused on healthy living and the older pupils had thought about feelings such as grieving. Pupils in Year 5 explored the conflicting emotions experienced when bullying occurs and pupils in Year 6 explored the changes to be experienced as they become adults. The scheme of work includes work on drugs education and sex and relationships education. The school nurse works with the school to teach elements of the curriculum and outside specialists, such as the safety rangers, help to support learning.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3

Overall standards achieved	5
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).