

INSPECTION REPORT

KERR MACKIE PRIMARY SCHOOL

Roundhay

LEA area: Leeds

Unique reference number: 107910

Headteacher: Mr D Brighton

Lead inspector: Mr R Gill

Dates of inspection: 26-29 April 2004

Inspection number: 256597

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	460
School address:	Gledhow Lane Leeds West Yorkshire
Postcode:	LS8 1NE
Telephone number:	(0113) 2930141
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Appropriate authority:	The governing body
Name of chair of governors:	Mr J England
Date of previous inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

Kerr Mackie Primary School is situated to the north of Leeds and serves an area of mixed social background. Many of the pupils, in this very large school, live locally, but a significant minority travel some distance. The school is part of The Excellence in Cities project and, as such, receives funds to pay for a Learning Mentor. It achieved a Healthy Schools' Award in 2003 and Investor in People in 2004. A very high proportion of pupils has a minority ethnic heritage and very many are learning English as an additional language. The school received The Stephen Lawrence Award in 2003 for its work in racial inclusion. The proportion of pupils who have special educational needs is below average when compared to all primary schools. Fewer pupils have a Statement of Special Educational Need compared to figures nationally, and a further 40 pupils have a special educational need. The majority of these pupils have learning difficulties, but the school does cater for pupils with behavioural, communication and physical difficulties. The school population is a fairly changeable one. In some year groups, the number of pupils entering the school beyond the normal point of entry is about average, but they often have difficulties with learning or little English. This happens more often in Years 3 to 6. The children's attainment when they start school is similar to that found in most children of the same age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
4074	R Gill	Lead inspector	English English as an additional language Physical education Music
32676	N Power	Lay inspector	
30362	J Henshaw	Team inspector	Foundation Stage Religious education Art and design
32834	G Pinder	Team inspector	Science History Geography
16761	M Hemmings	Team inspector	Mathematics Information and communication technology Design and technology Special educational needs

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. Attainment is above average in English and mathematics by the end of Year 6. This represents good achievement. Achievement in science is satisfactory. Many pupils learn English as an additional language and benefit well from the good teaching that exists. The school is well led and managed particularly in the way pupils from very many different minority ethnic backgrounds are taught in a fair and inclusive way. Pupils learn well and have good attitudes in lessons. The school's average income is used well to produce the standards achieved; it provides good value for money.

The school's main strengths and weaknesses are:

- pupils' achieve well in English, mathematics and religious education by the end of Year 6
- good teaching ensures that pupils learn well in most subjects
- practical tasks in science are not taught regularly enough for achievement to be good
- some pupils are not informed regularly enough about how they can improve their work
- pupils' cultural development is very good, fostered well by strong links with the local community
- leadership and management has created a very caring and inclusive school

The school has improved well since its last inspection. Teaching has improved significantly. There is much more very good teaching and unsatisfactory lessons have virtually been eliminated. The school has worked well on the key issues set at the time of the last inspection. Expectations for pupils' attainment are higher and they are more involved in finding things out for themselves. Provision for information and communication technology (ICT) and music have improved, despite the work still to do in using ICT more in subjects across the curriculum. Methods of assessment are good, but pupils are not always made fully aware of ways to improve their learning.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	B	C	C
Mathematics	C	B	C	B
Science	A	C	C	C

*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.*

Pupils' achievement is good. Children's achievement is good in relation to the goals they are expected to reach by the end of reception. This level of success is maintained well by the end of Year 2 and Year 6. The work seen during the inspection confirms that:

- children in the nursery and reception classes make good progress. It is very good in language and literacy and personal development;
- standards in reading, writing and science meet national requirements in Year 2, but exceed them in mathematics. This is good achievement for a year group that contains more pupils than usual who find reading and writing difficult; and
- standards are above average in English and mathematics in Year 6 and in line with the average in science.

Pupils' personal qualities are good including their good spiritual, moral, social, and cultural development. Pupils' attitudes are good and sometimes very good. They work hard in lessons

showing confidence and an eagerness to learn. Behaviour in lessons and around school is good. Pupils' attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good. Lessons often contain teaching that has a clear-sighted drive to raise standards; pupils learn well and make good progress as a result. Those who have a special educational need or who are learning English as an additional language are taught well in lessons and in small groups and also make good progress. Sometimes, the pace of the lesson does not allow enough time for pupils to talk in depth about their learning. Teachers assess pupils' achievement well and suitable individual targets are set for writing, but not for mathematics. The school is already aware of this inconsistency.

The school is very caring and works well with parents and the community to help pupils achieve well. The curriculum is generally good, but the relative infrequency at which science is taught slows pupils' progress. The multi-cultural dimension to the curriculum is very good. This has a strong effect on pupils' personal development in this respect.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher, who leads well and provides the drive to improve teaching and raise standards, is ably supported by senior managers and subject leaders. The governors fulfil their statutory duties and are effective in the way that they support the school and check on its progress and challenge it to do better. They ensure that the school successfully includes all pupils and promotes racial equality well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the school. They particularly like the fact that children enjoy school and make good progress. Some parents are concerned about the degree of challenge for higher attaining pupils and the level of bullying that they believe exists. The inspection found that the needs of more able pupils are met well and bullying is not a significant issue, but the school deals well with any incidents that do occur. Pupils have a good opinion of the school. They speak highly about the work of the school council and the many dramatic and musical productions.

IMPROVEMENTS NEEDED

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

- teach science more frequently and provide more opportunities for pupils to undertake practical work; and
- improve the system for setting pupils' individual targets and their involvement in achieving them.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils throughout the school achieve well in English and mathematics and satisfactorily in science. Standards by Year 6 are above average in English and mathematics and average in science. Children achieve well in the nursery and the reception classes (Foundation Stage) overall and very well in language and literacy, and personal, social and emotional development. Most are expected to exceed the early learning goals for their age in language and literacy, knowledge and understanding of the world and personal, social and emotional development. They are expected to reach the goals in mathematical, creative and physical development.

Main strengths and weaknesses

- Achievement is good in English and mathematics, but satisfactory in science because pupils' skills are not developed regularly enough.
- Children achieve well in the Foundation Stage, but the accommodation holds them back in some respects because the reception classes are very cramped.
- Standards in religious education are good by the end of Year 2 and Year 6.
- Sometimes teachers' unclear expectations limits pupils' achievements.

Commentary

1. There is good achievement in English and mathematics at the end of Year 2 and this is currently maintained at the end of Year 6. For example, in 2003 pupils in Year 2 did well to attain above average levels in reading and mathematics. They were well above them in writing.

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

Standards in:	School results	National results
reading	16.9 (16.6)	15.7 (15.8)
writing	16.9 (15.5)	14.6 (14.4)
mathematics	17.3 (18.6)	16.3 (16.5)

There were 60 pupils in the year group. Figures in brackets are for the previous year

2. Pupils' attainment in Year 2 is in line with national expectations in reading and writing, and not above them, because there are more pupils this year who have difficulties in these aspects. Nevertheless, achievement to reach this level of attainment is good. However, standards in mathematics are above the national expectation.
3. At the time of the last inspection pupils in Years 3 to 6 could have done better. It was a key issue for the school to have higher expectations for older pupils. This weakness has been successfully resolved. In 2002, pupils in Year 6 reached above average levels in English and mathematics and this is evident in the work seen this year. Results in 2003 were about average because more pupils than usual moved school mid-year and this affected the school's ability to reach its targets.

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

Standards in:	School results	National results
English	27.1 (27.9)	26.8 (27.0)
mathematics	27.4 (27.6)	26.8 (26.7)
science	29.1 (28.9)	28.6 (28.3)

There were 60 pupils in the year group. Figures in brackets are for the previous year

4. The majority of pupils achieve well in English and mathematics. This includes those with special educational needs, who receive well-pitched teaching in small groups, pupils who are learning English as an additional language and some gifted and talented pupils who have already been identified in advance of the school's major thrust of development in this aspect.
5. The pattern of average results in science, the school acknowledges correctly, is weaker by comparison. The fact that science is not taught weekly throughout the year but in short bursts with gaps in between, results in a slower progress. This shortcoming is coupled with less of an emphasis being placed on pupils experimenting for themselves. They learn facts well enough from demonstrations and some practical work, but their understanding is not reinforced or deepened by regular hands-on experience.
6. Children achieve well in the Foundation Stage overall and very well in language and literacy and personal development. Well-organised discussions and purposeful tasks help them to make good progress. For example, in one reception class lesson, children reached higher than expected standards because they were so productive when finding out about old toys. They achieved well by talking about them, drawing them, making models and playing with them. Their understanding was suitably broadened and many were able to understand that old toys were not made of plastic and why. Children in the nursery have plenty of space to conduct educational play of all kinds, but there are cramped conditions in the reception classes that restrict the types of learning that can be undertaken. This prompts some parents to worry, unduly, that learning too quickly resembles that expected in Years 1 and 2. Teaching in the reception classes is careful to maintain educational play as the medium, but children are restricted and this affects standards achieved in physical and creative development, for example.
7. Standards in religious education are better than expected in Year 2 and Year 6 and pupils' achievement is good because learning builds so well on the style of work undertaken in personal, social, health and citizenship education. Pupils are used to acquiring knowledge about issues of concern to people and reflecting on how they feel about them, for example, in drugs and health education. Pupils learn successfully about the world's major religions by visiting places of worship and talking to their classmates about their faith. Pupils' achievement is enhanced because there are many faiths represented in the school.
8. Occasionally, in lessons throughout the school and across the subjects, some pupils could do better. Their progress is slightly impaired by teaching that does not make explicit what the objectives for learning are and there are too few opportunities for pupils to talk about their learning and whether or not their targets have been met.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**. Their spiritual, moral, social and cultural development is **good**. Attendance was below the national average, but has improved to be above it. Punctuality is satisfactory.

Main strengths and weaknesses

- The very inclusive ethos within the school helps to develop good attitudes and behaviour.
- Cultural development is very good.
- The opportunities provided for pupils to help in school are few until pupils reach Year 6.

Commentary

9. The school's use of weekly 'Ethos Statements' pervades the life of the school. Many pupils are able to quote the current ethos statement and all know its importance. Ethos statements are the focus of assemblies and circle time and are publicised around the school. These, and the example set by all staff, mean that attitudes are good. Pupils get on very well with each other and with teachers and support staff. They are confident that they can share their concerns with adults and that they will be listened to. Pupils are keen to build up merit points and to receive their achievement certificates. The way that teachers implement the clearly defined behaviour policy and the good attitudes of pupils mean that behaviour is also good.
10. Pupils' cultural development is very good. The school makes the most of the wide diversity of cultures within it. There are regular international evenings where the life and traditions of other cultures are explored and enjoyed. Cultural differences between pupils within school are appreciated and celebrated. One of the school's key strengths is its inclusive ethos. Currently, the school creates a high level of racial harmony for pupils from twenty-eight ethnic heritages. The school was given The Stephen Lawrence Award in 2003 in recognition of its achievements in this respect.
11. In Year 6, there are many opportunities for pupils to take on responsibility for tasks around the school. They help in assemblies and have many other jobs to do, such as looking after younger children at break times. They like doing this and it helps to develop their personal qualities. However, there are relatively few opportunities for pupils in other years to undertake responsibilities around the school and this means they do not develop as well as they could.
12. Although the school's reported attendance is below the national average it is improving and the latest figures show that it is currently above it. This is as a result of the school's good efforts in promoting regular attendance.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.1	School data	0.3
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.

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	174	2	0
White – any other White background	6	0	0
Mixed – White and Black Caribbean	10	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	7	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	26	0	0
Asian or Asian British – Pakistani	84	0	0
Asian or Asian British – Bangladeshi	11	0	0
Asian or Asian British – any other Asian background	4	0	0
Black or Black British – Caribbean	14	0	0
Black or Black British – African	1	0	0
Chinese	6	0	0
Any other ethnic group	7	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education that includes good teaching and learning. The assessment of pupils' learning is good overall, but there is some unevenness in the way individual targets for pupils are communicated by teachers. There is a satisfactory curriculum, which is enriched well by activities beyond the classroom.

Teaching and learning

Teaching and learning are **good** throughout the school, but the teaching of science is satisfactory overall. The assessment of pupils' learning is good and this assists pupils to achieve well. There is some unevenness in the way that teaching communicates individual targets to pupils, particularly in Years 3 to 6.

Main strengths and weaknesses

- Teaching caters well for the pupils with a wide range of needs.
- Some very good teaching incorporates engaging methods.
- Pupils' knowledge in science is good, but opportunities for practical work are limited.
- Good teaching in the reception classes provides a wide variety of opportunities, but is limited by the accommodation.
- The marking of pupils' work is very good in some classes but satisfactory in others.

Commentary

13. Teaching has improved well since the time of the last inspection. Good leadership and management by the headteacher and senior staff have helped to eliminate unsatisfactory teaching. The teachers' knowledge of ICT has also improved to allow pupils to reach national requirements by Year 6. A hallmark of the good teaching that exists now is the way in which the diverse needs of pupils are being met. This stems from the thorough way in which teaching assesses what pupils have achieved and uses this information to plan for classes, groups and individual pupils with special educational needs. This is a system that is managed very well by the headteacher. Thus the progress of pupils with a minority ethnic heritage is checked carefully and specific help is given to those who need it, particularly British Asian/Pakistani pupils. This care and attention to the achievements of individuals is mentioned positively by Year 6 pupils when they talk about the school.
14. Some very good teaching, mainly in the nursery class and in Years 3 to 6, produces a high degree of involvement from pupils in their learning while engaged on challenging tasks. In the nursery, for example, children's progress in talking, which is considered correctly as a strong foundation for reading and writing, is developed very well by the adults who work expertly with children in the exciting play areas. Children who speak English as an additional language make similarly good progress because bilingual staff help them in a very well considered way. One lesson in Year 5 typified the very good contribution that pupils' self-assessment sometimes plays in their learning. Two pupils volunteered to read their writing out at the end of the lesson and the rest of the pupils in the class were asked to write down an assessment of that work and compare it with what they had done. A superb discussion followed, which characterised the way in which pupils had moved from relative reticence to bold confidence in one lesson; a mark of very good teaching.
15. Occasionally, the teaching of science is very good as is the case in one Year 6 class, but more often it is satisfactory because pupils' knowledge is developed at the expense of open-ended investigation by pupils. Satisfactory progress in pupils' learning is partly due to the limited scope of experimentation in lessons, and to the infrequency with which practical work takes place from year to year. This is a flaw in an otherwise sound curriculum.
16. Teaching is good in the reception classes. Lessons are often successful in the way that children are able to learn through well-organised practical activities. Support staff make a very valuable contribution to children's learning and achievement and to the very good relationships that exist. There are, however, drawbacks, not least in the size of the reception classes. The accommodation is satisfactory overall in the way that it facilitates learning, but the rooms are cramped and limit children's scope for learning. Good teaching manages to compensate in many ways by using every available space for activities, but children have no room to spread out or use their imaginations on a larger scale.
17. Good methods of assessment are used throughout the school and teachers have a clear idea about what pupils need to do to improve their learning. However, these points are sometimes not communicated well enough, verbally in lessons or in written form, to the pupils themselves. The marking of pupils' writing and mathematics is excellent in one Year 5 and one Year 6 class, in the way that targets for improvement are itemised, but marking elsewhere is often much less specific about what pupils need to do in future. Therefore, the progress which pupils make between Year 3 and Year 6 is uneven.

Summary of teaching observed during the inspection in 51 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10 (20%)	26 (51%)	14 (27%)	1 (2%)	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.

The curriculum

The curriculum is **satisfactory**. It provides a range of worthwhile opportunities that meet the needs and interests of all groups and individual pupils. It is enriched by well-planned experiences drawing on expertise from within and beyond the school. Resources for teaching are good, but features of the building restrict learning on some occasions.

Main strengths and weaknesses

- The school works hard to provide equality of access and opportunity for all its pupils.
- Good use is made of visits and visitors to add interest to learning.
- The use of ICT in other subjects is not planned sufficiently well.
- The way in which the teaching of science is planned for limits continuity.
- The school grounds are very well developed, and used effectively to support learning.
- Restricted space in some classroom areas makes teaching difficult.

Commentary

18. The curriculum meets statutory requirements including religious education and collective worship. Pupils with special educational needs are well supported throughout the school. The planned work enables pupils to achieve well in most subjects. Planning used throughout the school links aspects of science, history and geography. Although this develops cross-curricular links well, it does not enable science skills to be taught sufficiently regularly to enable pupils to make smooth progress. Furthermore, there are not enough planned opportunities for computers to be used in other subjects.
19. Good attention is given to health education and this was recognised in the Healthy School Award, which the school received in 2003. Aspects of hygiene, exercise and healthy eating are studied as part of a comprehensive scheme of work. A well-organised initiative provides all pupils with a good understanding of the harmful effects of drugs, alcohol and tobacco. A programme of sex and relationship education is being developed, along with an imaginative initiative to make the work more acceptable to Muslim parents, and so reduce the number of pupils withdrawn from the lessons. There are good links with Roundhay High School, enabling pupils to transfer smoothly at the end of Year 6. For example, older students help with a football club, and classes visit the secondary school for activities such as design and technology in the term before they move.
20. Good use is made of a wide variety of visiting speakers. These include representatives of the different faiths; Muslims, Sikhs and Jews, besides the local vicar, thus giving a feeling of equality and inclusion for everyone. Other visitors have helped with aspects of history, music, science and personal, social and health education. Teachers give careful thought to educational content of visits which classes make, seeking to use local resources wherever possible. These visits, including a residential experience for Year 6, enrich the curriculum and are enjoyed by the pupils. There is a good range of clubs outside the school day, particularly

for sport, including football, cricket, netball and rugby; matches are sometimes played against other schools. Other clubs take place for art, gardening, stamp collecting and inventors.

21. The teaching staff have a range of expertise, most of the subject co-ordinators having a genuine ability and interest in the subject they lead. Several teachers have a particular interest in physical education, but there is some lack of confidence in ICT. Cultural aspects are well supported by two teachers who help pupils whose home language is not English. The team of well-trained classroom support assistants provides good support for individuals, groups and classes.
22. Teaching resources are satisfactory in art and design and ICT, otherwise they are good. Accommodation is satisfactory. It is used well in many respects but there are several drawbacks, some of which are being remedied by the current building work. The school has beautiful grounds, which have been very well developed for learning and recreation. The lack of space for resources results in some cluttered areas in classrooms and corridors. Access to classrooms is often by way of other classrooms resulting in interruptions during teaching and loss of attention. There is insufficient space to facilitate some activities, particularly in the reception classrooms and this affects children's creative and physical development.

Care, guidance and support

The school gives its pupils **good** support, advice and guidance based on its monitoring of their achievement and personal development. The school seeks, values and acts on pupils' views well. The school makes satisfactory provision for pupils' care, welfare, health and safety.

Main strengths and weaknesses

- Very good relationships mean that pupils are well supported in their achievements and personal development.
- There are some weaknesses in telling pupils what they need to do to improve their work.
- The way in which pupils are inducted into school is very good.
- Some of the school's risk assessment procedures lack rigour.

Commentary

23. Teachers know their pupils very well. The way in which pupils are supported and guided to achieve well academically and in their social and cultural development, for example, is effective overall. This is particularly true for pupils with special educational needs and those from a minority ethnic heritage, including those who are learning English as an additional language. These pupils make at least good strides in their learning owing to the way that their progress is carefully analysed and they are given clear guidance in what to do next. Sometimes other pupils are not given such clear guidance about their work, particularly in some classes between Year 3 and Year 6.
24. The school works hard to ensure that instances of anti-social behaviour are addressed appropriately. The pupils are aware of this and feel well cared for when in school. Pupils appreciate the way the school values their opinions and acts on their ideas for improvement. One of the real strengths of the school is the way that leaders have created an ethos in which all pupils are fully included. This genuine sense of inclusion applies throughout the school. For example, the Foundation Stage includes all children well. This has resulted in raised self-esteem and confidence amongst the youngest children in the school.
25. The school has good procedures for finding out what pupils think about the school and acting on their views. The school council is a successful forum and pupils are actively engaged in

fund raising as a result of some of the initiatives that have grown out of school discussions about helping others.

26. The school's induction procedures are very good. The school visits children at home and 'taster sessions' are offered prior to their starting in either nursery or reception classes. Parents receive a clear summary of the school's policies before their child starts school. The school considers carefully the structure of classes to ensure that they are well balanced and suit the pupils. These measures mean that these children settle in to school life as smoothly and quickly as possible.
27. The school performs formal risk assessment on educational visits and on risks associated with lessons. Furthermore, the school conducts periodic assessments on the school environment and buildings. These risk assessments on the school building are not always reported formally to the governing body on a regular basis. This is a weakness in procedure that the school acknowledges, correctly, needs to be tackled.

Partnership with parents, other schools and the community

Links with the community are **very good**. Links with parents and other schools are **good**.

Main strengths and weaknesses

- The school's involvement with its local community is very good.
- There are good links with the local secondary school.
- Links with parents are good, but pupils' annual reports do not always show what they need to do to improve.

Commentary

28. The school has good links with parents of pupils with special educational needs. The information that the school sends to parents is comprehensive. A particularly good feature is the information parents receive about future work. This sets out what pupils will be doing, what it will involve and how parents can help their children to learn. Annual progress reports to parents are thorough. They show well what pupils know, can do and understand. However, they do not always show what pupils need to work on to improve their learning.
29. The school values the local community and seeks to involve community organisations and businesses in the education of its pupils. These links enrich the educational experience of pupils very well. Many community groups use the school and this helps to build relationships with people in the local area. The local supermarket and police social club make their car parks available for 'Walking Bus' and 'Park and Stride' initiatives to try to relieve some of the parking problems around the school and to encourage healthier lifestyles. The school regularly welcomes visitors from all major religions who come from within the local community to share their faith. These visitors have a very beneficial effect on pupils' cultural development, in particular their understanding of different beliefs to their own and ways of life.
30. The school has productive links with the local secondary school and these have a positive effect on pupils' academic and social development. Those who are particularly talented at mathematics attend further sessions at the secondary school on a weekly basis. Pupils and staff from the secondary school visit Kerr Mackie regularly. This helps to contribute to the effective dialogue that has built up between the two schools. It also helps to ensure that when pupils move on to secondary school they are fully prepared and know what to expect. The school is a member of the local 'Family of Schools' and maintains good sporting links with other local primary schools within the family.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher and other key staff have improved since the previous inspection and are now **good**. Similarly, governance is now good, with governors playing an active role in the life of the school.

Main strengths and weaknesses

- The school is well led by the headteacher, who has high aspirations for all pupils and staff.
- Governors play a full part in helping to shape the direction of the school.
- There is a weaknesses in the management of inconsistencies in teaching between different classes, but a new co-ordinator for Years 3 to 6 has good plans to tackle this.
- All staff and governors work well together as a team and are committed to enabling each pupil to achieve as well as possible.
- The procedures for checking the performance of the school are thorough.
- There are not enough hours allocated to administrative duties.

Commentary

31. The headteacher gives purposeful direction for the school and has played a central role in the successful tackling of the key issues from the previous inspection. This has led to much improved provision for ICT, so that pupils in Year 6 now achieve the expected standards. Assessment procedures are more rigorous, accordingly the progress of pupils can be closely tracked and work set that matches their needs. In leading these developments, the headteacher has created a climate in which all staff and governors work successfully together, with a clear focus on school improvement and the raising of standards.
32. Managerial responsibilities have been delegated wisely and, as a result, effective teams have been developed. The members of the senior management team are good role models for other staff and pupils and, in addition, play an important role in the leadership and management of the curriculum and teaching. A very capable co-ordinator has recently been appointed to oversee and develop the quality of provision for pupils in Years 3 to 6. There are some inconsistencies between these classes, such as in standards of presentation and the effectiveness of lesson planning. However, the new co-ordinator is fast acquiring a very clear appreciation of the issues concerned and is beginning to tackle them in a well-managed way. The role of subject co-ordinators has been developed well. Consequently, they now have a clear view of the quality of teaching and learning throughout the school. There are good systems in place to manage the provision for pupils with special educational needs and those with English as an additional language. As a result, these pupils make good progress and achieve well.
33. The Foundation Stage is well managed. The Foundation Stage co-ordinator is very aware of the strengths and weaknesses and the children's progress and understanding is very thoroughly assessed. There has been good improvement since the last inspection in that the new Foundation Stage curriculum has been very successfully implemented. It embraces all cultures represented in the school and all children achieve well.
34. Performance management is used well to identify training needs in line with school improvement planning. There are many opportunities for all staff to take part in training that is linked to school and personal priorities as part of their professional development.
35. Governors have a good understanding of the strengths and weaknesses of the school, which helps them to carry out their statutory duties well. They are very supportive and willing to challenge the senior management team, and so provide an objective view of the school's work. They closely monitor the race relations policy, which helps make the school a harmonious place

in which to work and play. There are good procedures for checking and evaluating the school's work. The school improvement plan is thorough and enables the school to measure accurately the progress made towards its targets. There are successful arrangements for the senior management team and subject co-ordinators to monitor teachers' planning, sample pupils' work and undertake lesson observations. This gives a comprehensive view of the strengths and weaknesses of the school's provision.

36. Budgetary control is good. The finances are carefully controlled and expenditure is reviewed regularly. The principle of best value is used well when undertaking major spending decisions, such as in the creation of the ICT suite. There are not enough hours given to the administrative officer to allow her fulfil her duties. The school recognises this and is to extend these hours to an appropriate amount upon completion of the new administrative area, which is currently under construction. The value for money that the school gives is good.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,131,742
Total expenditure	1,155,390
Expenditure per pupil	2,243

Balances (£)	
Balance from previous year	25,240
Balance carried forward to the next	1,592

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for learning in the Foundation Stage is **good**. Children attend a morning or afternoon nursery and two reception classes. The number of children who move into the reception classes from the nursery varies each year and the school takes children from a wide range of pre-school settings. Attainment on entry is average, but as the number of children who speak English as an additional language is increasing, attainment in communication, language and literacy is beginning to fall.

The children of reception age have small classrooms in which to work. This lack of space limits opportunities for them to play regularly with the widest range of resources such as musical instruments. Moreover, these children cannot easily get to the playground or to a covered area. Good use is made of available space and children are regularly taken out, but they lack the choice and opportunities to develop their learning outside.

PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- The quality of teaching and learning is very good.
- Standards of attainment are above expectations.
- Achievement is very good.
- Arrangements for induction and transition through the Foundation Stage are very good.
- Relationships are very good.

Commentary

37. Children start school at average standards of attainment and during their time in the Foundation Stage, they are prepared well to make the most of their learning opportunities. Most children attain the expected targets for their learning and a substantial minority exceed these. This shows very good achievement because some children, who first started school in the reception classes, require support to settle in or to integrate with those who had attended the school nursery.
38. Children settle well because home visits are offered to every child and because staff are sympathetic and understanding. Transition from nursery to reception is smooth. Children visit their new classes and get to know their new teachers. The interesting and stimulating classrooms are inviting and quickly tempt the children to try new things.
39. Teaching is very good because all staff know the children very well. Teachers plan many opportunities for independent and collaborative learning and children quickly make their own decisions. For example, in the nursery, children independently select resources from a range of materials to construct models. Children usually work and play together harmoniously.
40. There are very good relationships throughout the Foundation Stage. Parents are welcomed into the school and help regularly. They are encouraged to remain with any unsettled children and partings are dealt with sensitively. This has a good effect on children's ability to cope and they make good progress as a result.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The quality of teaching and learning is very good.
- Achievement is very good.
- Standards of attainment are above average.
- The curriculum for communication, language and literacy is very good.
- Children's listening skills in reception require improvement.

Commentary

41. In every area of learning, both inside and outside the classrooms, there are very well planned opportunities to promote reading, writing, speaking and listening. Children are exposed to the written word wherever they are. Commonly used words are displayed prominently to help them to write. For example, in the 'railway station' children read the stations' names and write their own tickets, and in the nursery they are given important words in their writing areas.
42. Good quality reading and writing sessions ensure that children are given direction and they use their knowledge in the many linked activities. For instance, children in one of the reception classes searched for words around the classroom. They used these to make their own lists and used sentence strips to label their plans for models. Teachers encourage children to enjoy and share books. As a result, children read whenever they wish. Basic skills are emphasised and all children are challenged to do well. As a result of the very good teaching, children achieve very well and attain high standards.
43. Sometimes, children in reception do not listen carefully enough and they miss opportunities to learn from each other. Circle time, when children take turns to listen to each other, is beginning to have a positive effect on their ability to listen attentively.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Achievement is good.
- Mathematical development is successfully promoted within all areas of learning.

Commentary

44. Most children attain the expected standards of attainment and achieve well because the quality of teaching is good. Mathematical development is planned well and is successfully promoted within other areas to direct children's learning. For example, children in the reception classes measured how far their models would travel down the slope. They linked their investigations through discussions about the features of the models. In the nursery, children learnt about numbers when they collected tickets for their 'bus' and developed knowledge of three-dimensional shapes through building and sorting. They weighed the fruit on the snack table and used vocabulary such as 'heavy' and 'light'.
45. Teaching is also good because children's understanding is carefully checked and the next steps for learning are planned well. For example, when reception children counted around the circle, they were shown the importance of checking when they arrived at different answers.

Staff used questioning well such as, “Why do you think?” This successfully promoted children’s thinking as they tried to answer and apply their knowledge.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The quality of teaching and learning is very good leading to very good achievement.
- Standards of attainment are above average.
- The school uses the environment very well.
- There are limited opportunities to use ICT within the curriculum.

Commentary

46. Teaching and learning are very good because the provision for this area is so well planned. For example, a role-play hospital and a visit by the fire service helped children to learn about the community. In one reception class, a loan of old toys from the museum developed children’s understanding of materials as they talked about the past. Children are introduced to other faiths and cultures and respond respectfully with interest, for example, when Muslim children talked about their festivals and the clothes they wear.
47. The children achieve very well because staff use questions that encourage investigation and curiosity. As a result, children in the reception classes talked about their understanding of frogs and tadpoles and asked questions about their development. This demonstrated above average attainment. In spite of space restrictions, good use is made of a courtyard to develop this area of learning for the reception classes. The nursery enjoys its own outside area enabling the children to explore. However, the environmental area for the school is also used well and the children have opportunities to appreciate an exciting and unique natural area. Information and communication technology is not well developed and does not extensively promote learning within the classrooms.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strength and weaknesses

- The quality of teaching and learning is good.
- Achievement is good.
- There is no free access to the outdoor area for children in the reception classes.

Commentary

48. The quality of teaching and learning is good because, in the nursery, very good use is made of the outside environment and there are good opportunities to develop skills such as climbing and riding. In the reception classes, the children have physical education lessons in the hall and in good weather are taken outside for games. Lessons and opportunities are always well planned which has ensured good achievement. Most children reach the expected standards for their age.

49. A variety of activities, such as gardening, puzzles, games or dance, has successfully contributed to children's physical development. Threading beads or straws, and safe practice with scissors or knives have developed good manipulative skills. For example, in the nursery the children are taught to peel and cut fruit to prepare it for snacks. By the end of reception, children have good control of pencils and their handwriting is generally above expectations. However, the lack of free access to the outdoor area contributes to reception children's occasional difficulties in listening well because they do not work off their energies regularly enough in preparation for concentrating in the classroom.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Achievement is good.
- The school provides a good level of specialist music teaching.
- The curriculum works particularly well in allowing children to respond creatively to their learning.

Commentary

50. Most children reach the early learning goals for this area of learning and a few exceed them. They achieve well because teaching is good and the school has provided a broad curriculum. They link first-hand experiences to their theme of 'wheels' to respond creatively in different ways. For example, the visit of the fire engine resulted in very good, detailed pictures and models of vehicles. Children enjoy using a range of media such as textiles, clay and paint. Songs link to the theme, but not exclusively, and children achieve well in music because specialist music teaching is good and well supported by school staff. Teachers make good use of a good use of a range of creative 'instruments' such as pots and pans and musical instruments from around the world.
51. Role-play activities promote imagination and staff play alongside the children to develop ideas and language. Children dress up to become 'hospital staff' to play in the home corner and use puppets to tell familiar stories.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards of achievement in reading and writing are good.
- The teaching of writing has been strengthened successfully.
- Leadership and management understand the school's performance well.
- Targets to improve learning are provided, but inconsistently.
- Pupils' progress is well assessed and good quality additional teaching is given if necessary.
- There are some missed opportunities for improving pupils' ability to discuss and evaluate their own learning.

Commentary

52. The above average results in reading in Year 2, and frequently well above average levels in writing, demonstrate the preparation, hard work and thought that goes into producing them. Currently, standards are about average but this is a success for a year group in which many pupils find reading and writing difficult. Pupils achieve well at the end of Year 6, but test levels are not always above average because more pupils between Year 3 and Year 6 move in and out of school. Those who arrive often need additional help in learning English as an additional language. Currently, standards of work are above average. This represents an improvement on last year, particularly in pupils' writing. The efforts to make teaching more rigorous in this respect have paid off. The teaching of writing is strong throughout the school and has improved since the last inspection. Standards in speaking and listening, throughout the school, are average. Pupils answer questions well enough, but there are few opportunities built into lessons for pupils to elaborate on their thoughts, for higher attainers to answer more challenging questions or for pupils to talk about how well they think they have done.
53. Lessons in writing manage to engage pupils' imaginations, ensure that the content of work is well thought out and help pupils to write increasingly complex sentences. Pupils get off to a flying start in Year 1. For example, higher attaining pupils are able to place speech marks correctly when they transfer to Year 2. Progress is strengthened further in Year 2 where higher attaining pupils quickly insert apostrophes for missing letters and lower attaining pupils can use words like 'next' and 'finally' to link their ideas together. This strong start is continued well between Year 3 and Year 6, but the degree to which pupils are fully involved in improving their own work varies between classes and year groups. The marking of work is sometimes excellent in the way that it praises and challenges with clearly written targets for improvement. However, marking is sometimes less demanding and, accordingly, pupils' progress is not so swift. The quality of presentation and spelling is uneven, particularly between Years 3 and 6. This aspect has improved since 1998 but it is still a weakness in an otherwise successful aspect of English.
54. Leadership and management of the subject are good. This has resulted in improved teaching throughout the school. Teaching is good and there is not the unsatisfactory teaching that there was in 1998. The co-ordinator has already recognised the relative weakness in pupils' skills in speaking and listening and has made suitable plans to improve the situation. A significant factor in the improvement of teaching is the way in which the evaluation of pupils' results leads to sharper lessons that are designed to tackle any weaknesses identified from test figures. The assessment of the performance of pupils from minority ethnic heritages, for example, ensures that those who need extra help are given it, to good effect, by trained bi-lingual staff. The very good teaching of reading in Year 6, where pupils managed to get under the skin of a text written

in ancient English. or the production of persuasive writing in Years 3 and 5 for example, all typify the improvement in teaching since the last inspection.

Language and literacy across the curriculum

55. This is good. Pupils get plenty of opportunities in religious education, history, geography and science, for example, to read about the subject and write about their findings. There are often very good opportunities for pupils to develop their ability to speak clearly and at length outside English lessons. For example, in the science week when pupils have plenty of chances to discuss exciting investigations and in the historical role-play experiences when they dress up as Vikings for a day.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average and pupils of all abilities achieve well.
- Teaching and learning are good and enable pupils of all abilities achieve well.
- Leadership and management of the subject are good.
- There are inconsistencies between classes in the quality of provision and not enough use of ICT to support learning.
- Pupils have positive attitudes, which have a beneficial effect on their learning.
- Assessment procedures are not rigorous enough for individual pupils to be set targets for improvement.

Commentary

56. Most pupils in Years 2 and 6 are on line to achieve standards that are above those expected for their age. This is a similar picture shown by pupils last year and shows that the school has maintained the good improvement made since the previous inspection, when standards were average. The recently appointed co-ordinator has worked closely with the numeracy consultant from the local education authority to provide training and support for all teachers. This has helped develop their subject expertise and to provide a more consistent whole-school approach to the teaching of computation. The co-ordinator's teaching provides a very good role model for others and his analysis of test results has helped the school to focus on aspects that require development. These include more opportunities to be involved in problem solving activities and to interpret information from graphs.
57. The good subject knowledge of teachers enables them to set work that meets the individual needs of their pupils well and, as a result, pupils achieve well. The introductions to lessons are brisk, which results in pupils making good progress in their quick mental recall skills. This was evident in a lesson for pupils in Year 1 when they were developing their understanding of number facts to 20. There is good recapping of learning objectives throughout the lesson, so that pupils are clear about what they are learning and what is expected of them. In some classes, there are better opportunities for pupils to develop their mathematical vocabulary to help them explain the methods they have used to solve problems they have been set. Similarly, some plenaries are more effective than others in enabling pupils to review and consolidate their learning. Pupils with special educational needs and those with English as an additional language are supported well by teaching assistants and this enables them to take full part in activities and meet the targets on their individual education plans.
58. Pupils show a lot of enjoyment in their mathematical activities, particularly when they are practical ones. Because of this, their behaviour is good and they are able to maintain their

concentration for lengthy periods of time. They collaborate well in pairs and small groups, which makes a positive contribution to their personal development. The assessment of pupils' work is thorough because it allows teachers to have a clear view of their pupils' attainment and know what is needed next to improve their performance in the subject. However, this is not always communicated to pupils as well as it could be. They are not set individual targets and so are not always sure at which level they are working and what they need to do next. The planning procedures are successful in ensuring that all pupils are given work that builds on previous activities, so they are able to develop their learning in a progressive manner. There is little use of ICT to support learning, such as in gathering and displaying data and recording the findings of mathematical investigations.

Mathematics across the curriculum

59. There are good opportunities for pupils to practise their numeracy skills in other subjects. For example, pupils in Year 4 have created a variety of graphs to show their favourite author as part of their work in English. In history, timelines have been created, while in design and technology pupils in Year 6 have made careful measurements when making a variety of shoes.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- There is good use of special events and the school grounds to support learning.
- The irregularity of lessons restricts the smooth development of pupils' skills and continuity of learning.
- There is not enough experimental work in Years 3 to 6.
- Work in science is planned to help pupils develop skills in literacy, such as writing and using reference materials.

Commentary

60. In the National Curriculum tests in 2003 results for Year 6 were in line with the national average, with a few more pupils gaining the higher level than might be expected. Teacher assessments in Year 2 for science were above those expected nationally. In the current Year 6, standards are again average. In Year 2 they are average; not as high as in previous years owing to a larger number of pupils with special educational needs, and some with lower skills in English. Pupils, including those with special educational needs, make satisfactory progress in science throughout the school. Boys and girls do equally well. Standards are broadly similar to those at the time of the last inspection.
61. Teaching is satisfactory overall, but somewhat variable in different classes. Science is planned along with geography and history as a series of topics, and this has some merit in that there are good opportunities for cross-curricular links to be made. However, it results in periods throughout the school year when no specific science lessons are taught. The amount of science taught varies between year groups. Where the topics are well taught there is plenty of work and each aspect is covered in some depth. But some essential skills are not acquired as well as they should be because they are not reinforced regularly. Talking to pupils showed that they did not have a good understanding of how to design an experiment or draw a conclusion from results. In one very good lesson pupils used bulbs, buzzers, batteries and wire to try different circuits, observing the effect this had on the brightness of the bulbs. Generally, however, there is not enough direct experimental work done. This leads to pupils acquiring a reasonable knowledge about scientific ideas, but not enough skills in testing, presenting and

evaluating information. Pupils' work is assessed at the end of topics, but the assessments are not used well to improve planning, and teachers do not record the skills of science enquiry.

62. Visits and special events enhance the science curriculum. Pupils in Year 1 learned about insects and animals at Tropical World. A theatre group introduced 'Science Week' when all pupils did experiments such as investigating bubbles and making paper aeroplanes. The resulting work was displayed around the school, including a well-produced newspaper in which word processed newspaper-style articles reported on the activities. In some of the workbooks, extended homework topics gave opportunities for research skills in encyclopaedias and on the Internet to be used for a real purpose. In this way, work in science supports the development of literacy. The very well developed grounds of the school have been planned to be a resource; the gardens and the pond are used effectively to help pupils learn about living things.
63. The co-ordinating teacher has recently taken over the leadership of the subject. Already the resources have been improved and they are now good. Her action plan shows a good awareness of the issues for development, including a review of the topic structure, and improving investigative skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The momentum for the improvement of standards is good.
- There is good leadership and management.
- Pupils have good attitudes to their work, which has a positive effect on the progress that they make.
- ICT is not used enough to support learning in other subjects.

Commentary

64. There has been good improvement since the previous inspection, with the creation of a computer suite that allows whole-class teaching of basic skills in the subject. This means that pupils have more hands-on experience of computers and are developing their skills at a faster rate than before. This rate of progress has been helped by the variety of training that all teachers have had, which has improved their expertise and confidence in teaching the subject. Because of this, pupils in Year 6 are now given work that matches their ability and so are reaching the expected standards. This represents a good improvement since the last inspection.
65. Leadership and management are good, with the co-ordinator having a clear view of the subject's strengths and weaknesses. This has enabled him to create a focused action plan for taking the subject forward. He has provided training to improve teachers' expertise and gives good quality support and advice to colleagues. Teaching is satisfactory. Lessons are planned well to maintain the pupils' interest and concentration. This was evident in a lesson for pupils in Year 4 on learning how to use a computer program to control the movement of a screen turtle. The teacher explained the program carefully so that pupils were clear about what was expected of them. There was also extension work provided so that higher attaining pupils were challenged well and made good progress. The way that teachers encourage pupils to work collaboratively in pairs on the computers makes a good contribution to pupils' personal and social development.
66. Pupils show a lot of enjoyment when working on computers, which helps them to make suitable progress in lessons. They are confident in their ability to work independently of their teacher

and show good motivation in so doing. The curriculum is satisfactory, having been improved since the previous inspection so that all strands of the subject, including control, are now covered.

Information communication technology across the curriculum

67. This is satisfactory overall because work in other subjects is undertaken when pupils are in the computer suite. However, there are too few opportunities for pupils to practise and refine the skills gained in the computer suite when back in the classroom.

HUMANITIES

No lessons were observed in history and three in geography. Pupils' work was analysed in both subjects, although little previous work was available in geography. Discussions were held with pupils and teachers. It is not possible to make an overall judgement about provision in these subjects.

68. Teaching made good use of relevant resources in the three **geography** lessons observed. In one lesson, pupils worked with maps and overhead photographs, identifying features around the school. In another, an interactive whiteboard connected to a computer was used to identify countries neighbouring Kenya.
69. A strong feature of work in **history** is the way visits are used to make the work come to life. Classes have visited Clarke Hall, dressing as Tudor-age servants and acting in role. In Year 5, there has been a visit to a Victorian schoolroom at Armley Mills, and pupils could recall the type of punishments used in schools. These well-planned visits are popular with pupils, and enable them to learn well. Analysis of work showed that quality varies in different year groups. The co-ordinator for history has a good knowledge of the subject. She is developing a portfolio of work to ensure that the different strands of history are taught effectively.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Standards of attainment are above expectation at the end of both key stages.
- Achievement is good.
- Pupils' attitudes to the subject are generally good.
- Occasionally there is insufficient challenge for higher attaining pupils.
- There is insufficient use of ICT.

Commentary

70. The quality of teaching and learning is good and sometimes it is very good. This has resulted in good achievement and standards of attainment that are generally above expectations at seven and 11 years of age. This is an improvement on standards found at the time of the last inspection.
71. Pupils in Year 6 have a wide knowledge of different faiths. They understand how faith affects people's lives. Pupils in Year 2 know several Bible stories in detail and about the festivals or customs of several other faiths. One pupil spoke very knowledgeably about his own religion.

72. Religious education is planned well. As a result, pupils use their knowledge to develop a good understanding and make connections with other subjects. Leadership of the subject is good and pupils' work is checked to ensure understanding and good progress.
73. Pupils usually demonstrate good attitudes to the subject and show respect and interest to the different faiths in school. For example, in a very good lesson in Year 6, a Sikh pupil took on the role of Guru Nanak to answer questions posed by the class. There were very well-planned links to literacy as pupils researched the subject and prepared questions before their 'visitor' arrived. The teacher encouraged challenging questions and skilfully directed the lesson to ensure good achievement by all groups. Work is neatly presented and pupils show a pride in their work. They are encouraged to express personal opinions and to consider moral dilemmas.
74. Teachers make good use of resources and employ a range of learning opportunities such as visitors to school and drama. Parents are willing to come to talk to pupils about religious topics and are called on regularly to attend class assemblies. The visit to a spectacular local church evoked Year 2 pupils' interest and they were keen to respond to what they saw and heard. In a good Year 1 lesson, the pupils were fully involved in an experiment to see whether sand or rock was the best foundation to build on. This lesson was prepared well and the pupils in this class with special educational and physical needs were well supported. The insufficient use of ICT to enhance pupils' learning is most evident in the lack of opportunities for pupils to follow up ideas in the classroom by using computers to seek extra information from websites or CD ROMs.
75. Some higher attaining pupils have good knowledge and understanding of particular religions. Although teachers exploit this during lessons, it does little to challenge these pupils to improve their achievement and they sometimes lose concentration and interest in their learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Too few lessons were seen in art and design, music, design and technology and physical education to be able to make full judgements about the provision in these subjects. While no lessons were seen in music, one was observed in design and technology, three in art and design and two in physical education. However, valuable information was gathered from talking to co-ordinators and pupils and looking at completed work.

76. Work in **art and design**, displayed around school, is generally of a high standard. For example, pastel Rangoli patterns linked to religious education and a large-scale mixed-media collage of a Chinese dragon represented good achievement for the pupils concerned. The lessons seen were generally taught well and the curriculum is well planned to employ different approaches to learning. For example, in Year 1, pupils rotated around different art and design activities, which reinforced a science concept of rough and smooth. Moreover, pupils in Years 5 and 6 learnt skills of observational drawing and perspective in whole-class lessons.
77. There is a satisfactory curriculum in **design and technology** that gives pupils opportunities to use a suitable range of materials to develop their skills in the subject. They are given activities that allow them to experiment with different ways of joining materials and let them improve the quality of their finished product. After designing and making products, pupils are expected to make evaluations and say how they might be improved. There are suitable links with other subjects. This was evident in a lesson for pupils in Year 4 in which they were investigating pop-up books. They were able to use their scientific knowledge and understanding of forces to explain how the various simple levers in the books controlled different movements. There is a Young Inventors Club after school that helps pupils to develop their skills in design.

78. The quality of provision in **music** for pupils in Years 3 to 6 was a significant weakness at the time of the last inspection. There is every indication that this has improved greatly since then. Resources for teaching are good; the new co-ordinator is knowledgeable and vigorous in raising standards. Good use is made of local education authority personnel who give advice and practical help. The school mounts elaborate dramatic and musical productions that pupils and their parents appreciate greatly for their musical qualities. Singing is very good in collective worship and assemblies. Pupils between Year 3 and Year 6 can, for example, sing complicated two-part pieces. Music adds importantly to the school's very good provision for pupils' cultural development. For example, pupils' own musical cultural heritages were very well celebrated when some Year 6 pupils played the harmonium and tablas to the rest of the school and spoke of the importance of this music in their lives.
79. Pupils receive a reasonable amount of time for **physical education** but the school is conscious of the limited indoor space and is wisely working towards the nationally recommended two hours per week for all pupils, to include a good use of the outside facilities. The use of paid specialists to teach pupils, particularly in Years 3 to 6, has proved successful and is an improvement since the last inspection. For example, a football coach led a well organised session, mostly in the rain, for all pupils in Year 4. They were fired up with enthusiasm and appreciated the advice about their progress and the areas suggested for improvement. The hall is used well for circuit training, gymnastics and dance. Pupils in Year 5 enjoyed a Kwik Cricket lesson in the hall, in which pupils' strong sense of fair play and team spirit was most noticeable. Occasionally, as was the case in a Year 2 dance lesson, pupils are not given enough time to talk about their learning and what they could improve.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No lessons were seen in **personal, social and health education and citizenship** and, therefore, provision cannot be judged overall, but several good aspects were discovered in talking to the co-ordinator and observing pupils in assemblies and time set aside for talking about their thoughts and feelings.

80. The most striking aspect of pupils' learning is the way in which very many pupils have a clear understanding of the school's ethos statements, advertised in the prospectus and around school, and can apply them to their own thoughts and behaviour. This is because the programme of work is so well planned to develop from the themes in assemblies into short discussions in class. For example, pupils in Year 5 had a very mature discussion about how their behaviour affected the behaviour of others. The school has been awarded Healthy School status and regularly welcomes visitors who educate pupils in vital aspects of personal development, such as drug awareness. A school council contributes well to the running of the school and raising money for charities.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
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	2
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
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).