

INSPECTION REPORT

Morley Victoria Primary School

Morley, Leeds

LEA area: Leeds

Unique reference number: 107866

Headteacher: Mr R Elstub

Lead inspector: Mr Clive Davies

Dates of inspection: 15-18th September 2003

Inspection number: 256966

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 to 11
Gender of pupils:	Mixed
Number on roll:	487
School address:	Victoria Road Morley Leeds
Postcode:	LS27 9NW
Telephone number:	0113 2535253
Fax number:	0113 2597389
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Paul Holdsworth
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated on the outskirts of Leeds and is much bigger than most other primary schools. However, due to the building of a new school in the vicinity the numbers coming into the school are beginning to fall. This is only apparent with the youngest age group with the vast majority of parents of older pupils deciding not to change their children's school. The school has a large nursery, which admits 78 children on a part-time basis although this will fall to about 50 in the next few years. The percentage of pupils on the special educational needs register is 16 per cent, which is slightly lower than the national average. However 7 pupils have statements, which is about average.

Although the number of pupils eligible for free school meals is relatively small (10 per cent) it is not a true reflection of the socio-economic area, with more than twice that percentage being entitled to clothing grants. The vast majority of pupils are from white families who have been living in the area for a few generations. Approximately 10 pupils are from other ethnic backgrounds, mostly Asian, but all are competent English speakers. Pupils' mobility is low with few moving away from the area. When children first start school their academic and personal skills are below the level expected for their age. A growing number each year have language development difficulties and more require speech therapist support annually. This has become a distinctive feature of the school.

The school is part of the Excellence in Cities initiative, which has meant that they have a learning mentor on the staff. In 2001 the school was awarded the Basic Skills Quality Mark.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3639	Clive Davies	Lead inspector	English, Foundation Stage of Learning
19431	John Holmes	Lay inspector	
18998	Wil Andrews	Team inspector	Mathematics, Music, Physical Education
32189	Yvonne Clare	Team inspector	Geography, History, Religious Education
32507	Chris Quigley	Team inspector	Science, Art and Design, Design and Technology, ICT, special educational needs

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PART A: SUMMARY OF THE REPORT

This is a **very good school** with outstanding leadership, ensuring that all staff are focused on raising the achievement of all pupils. The school's commitment to the 'Investor's in Pupils' programme has helped to create a very positive working atmosphere resulting in pupils' attitudes being very good. The school gives **very good value for money**.

The school's main strengths and weaknesses are:

- The headteacher's dynamic and inspirational style of leadership has left no stone unturned in his quest to ensure that all pupils achieve well.
- The governors know this school very well and make an outstanding contribution to shaping and supporting the leadership and management.
- A strong sense of teamwork amongst all staff leads to teaching being very good.
- Pupils learn very effectively because they have the right attitudes in lessons, take a pride in their achievements and work very hard to meet their targets.
- Excellent support from a range of support staff, including the learning mentor, has resulted in pupils who were not highly motivated and those who have special educational needs achieving very well.
- The school has taken every opportunity to enrich the curriculum and, in many cases, has adapted ideas to promote more interest for boys and for gifted and talented pupils.

The school was last inspected in June 1998 and it has made **very good progress** since that time. It has dealt very effectively with the issues raised during the previous inspection and has successfully implemented the many new national initiatives that have occurred since. Leadership is now even stronger and the quality of education is a strength as a result. There has also been improvement in the achievement of boys, provision for gifted and talented pupils as well as the provision for pupils with special educational needs. Importantly, the school is well placed to improve still further.

STANDARDS ACHIEVED

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

*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 throughout the school achieve well with examples of groups such as those with special educational needs and those who were in danger of not being highly motivated achieving very well. This is beginning to make a difference to the test results at the end of Year 2 and 6 with mathematics and science results for Year 6 in 2003 being well above average. Children in the Foundation Stage make good progress, especially in their communication, language and literacy. This is helping pupils to achieve well in English later in the school and to read with confidence and enthusiasm. The school has successfully implemented ideas to help raise the achievement of boys, especially in writing. However, because pupils are not using a full and varied written vocabulary the English test results at the end of Year 6 are not as good as they are for mathematics and science. Pupils achieve well in information and communication technology (ICT), where there is a focus on using ICT across the curriculum, and in art and music.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. Pupils have very positive attitudes and this is helping them to learn effectively. They are confident individuals who are proud of their school. Older pupils, in particular, take on many added responsibilities and keep an eye on younger pupils, ensuring that they feel safe and happy. The school's commitment to the 'Investors in Pupils' programme has helped to raise pupils' self esteem. Attendance is above average and pupils arrive on time for the start of the day.

QUALITY OF EDUCATION

The quality of education provided is very good. The staff are very committed to each and every pupil and the way they go about teaching, planning and reviewing their work means that there is a high focus on everyone achieving well. The careful consideration given to making lessons more interesting for boys is one of a number of exciting initiatives in place to help pupils learn effectively. There is, however, the odd occasion when the challenge for more able pupils could be higher. Good quality support is provided for a number of identified groups and the partnership that exists between teachers and other adults who work in the school is particularly strong. The learning mentor, in particular, is helping many pupils to learn more productively. Homework is used to very good effect to extend and re-enforce the learning that is taking place in the classroom. As a result the **teaching is very good.** Teachers put a great deal of thought into making lessons exciting and imaginative. There is very good attention to pupils' aesthetic skills with art and music being of a good standard. Gifted and talented pupils are identified and supported very effectively.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are excellent. The Governing Body is very effective and is fully involved in determining future priorities. Governors know the school very well and fulfil all their statutory duties. The outstanding leadership of the headteacher has a clear focus on maintaining the highest possible standards and achievement for pupils and staff. Leadership within the school inspires very effective and flexible management, which has played a key part in the creation of a very positive climate for pupils to learn. The inspirational changes to the leadership and management structure of the school in recent years have resulted in exceptional levels of high quality teamwork amongst all members of staff. The impact of this excellent leadership is already being reflected in the improved national test results and in the achievement of specific groups of pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think highly of this school and feel that they are able to make a very positive contribution to the education of their children. They are pleased that the staff keep them informed about everything that is happening at school and they appreciate the information they receive in the annual reports about their children's progress. Pupils feel secure and know that they can talk to a member of staff if they have a problem.

IMPROVEMENTS NEEDED

- There are no major issues for the school to deal with but there is a need to ensure greater consistency in providing work for more able pupils in all lessons.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

By the time pupils finish Year 6 standards are better than expected for their age in reading, mathematics, science, information and communication technology (ICT), art and music. All pupils achieve well with those who are in danger of being disaffected and those with special educational needs achieving very well. The national test results reveal that standards are improving with the Year 6 mathematics and science results in 2003 being well above average. Although the national test results in English have not improved as much, there have been huge steps made to raise the achievement of boys in writing.

Main strengths and weaknesses

- Improving standards in English, mathematics and science although this has not yet been reflected in the Year 6 national test results for English.
- Children in the foundation stage of learning make good progress and achieve particularly well in communication, language and literacy.
- Pupils with special educational needs and those who were in danger of not being motivated achieve very well.
- The school's good provision enables boys to achieve well in their writing.
- Standards are good in art and design, music and information and communication technology.
- There is good use of pupils' literacy, numeracy and ICT across all subjects.
- The school's very good provision for gifted and talented pupils helps them to achieve well.
- Pupils' tend not to have an extensive vocabulary and this is holding back more able pupils' ability to write with flair and imagination.

Commentary

- 1 The vast majority of children start in either the nursery or reception classes with personal and academic skills that are not as well developed as would be expected for their age. This is particularly the case for communication, language and literacy with many children requiring speech therapy support. Good provision in the nursery and reception classes leads to children growing in confidence when it comes to expressing themselves both orally and in writing. They are also quick to pick up basic skills in reading, writing and number and by the time they are ready to move into Year 1 most are able recognise a number of words in their reading book and know how to handle books. In each of the six areas of learning over three-quarters of the children attain the early learning goals but very few are moving beyond them. The communication, knowledge and understanding of the world and creative areas are slightly weaker with physical development being slightly stronger. Very good early intervention results in children with special needs being supported from the time they start school. This is helping them to achieve very well at this stage. In addition, the brighter children are provided with challenging tasks which leads to them making good progress in their basic skills.
- 2 From Year 1 onwards there is continued emphasis on reading and writing, with particular focus being given to extending the pupils' written vocabulary. This is working very well for most pupils who by Years 1 and 2 are able to use their reading for the purpose of research. Their expression when reading aloud is good and there is real enthusiasm for reading amongst all pupils, even those who are not yet fluent in reading aloud. This is helping a large number of pupils to attain above the expected level in the National Curriculum tests at the end of Year 2. There is good progress noted in pupils' writing. However, because many are not as fluent in their spoken English there is noticeable difference in the number that attain at the higher levels. This is partly due to the fact that pupils do not have a wide-ranging vocabulary at this age and many are finding it difficult to use correct Standard English when it comes to

their writing. The school does work hard at improving this area of pupils' work but the levels of success are not as good as they are for reading, where pupils are making more rapid progress. There is however good use being made of pupils' reading and writing and oral skills in other subjects. The good progress made since 2002 is being maintained by the present Year 2 group. In mathematics, the school's National Curriculum test results for the past few years have been in line with national results, which indicate good progress when compared with the attainment of pupils when they first start school. Pupils have many opportunities of using their skills in number in other areas of the curriculum and especially to apply their number skills to solving problems. Standards in most other subjects are broadly in line with that expected for their age by the end of Year 2, except that there is good work noted in science, art and design, ICT and music.

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

Standards in:	School results	National results
reading	16.6 (16.3)	15.9 (15.7)
writing	14.8 (14.4)	14.8 (14.3)
mathematics	16.2 (16.4)	16.4 (16.2)

There were [number] pupils in the year group. Figures in brackets are for the previous year

- 3 Pupils in Years 3 to 6 make good progress and achieve well. Those with special educational needs and those who need a great deal of motivating achieve very well. The national test results show improvement in mathematics and science with the latest set of results being well above the national average. The same improvement hasn't been noted in the national test results for English but pupils have made great strides in their literacy skills, especially in writing. Boys in particular have improved substantially over the past few years because of greater attention being given to making the content of the learning more pertinent for them. There is also good work happening in respect of helping pupils to extend their vocabulary and in using Standard English. However, the progress made in these areas is taking longer to work its way through to impacting on National Curriculum test results at the end of Year 6. What has happened is that fewer pupils are now not attaining at the level expected for their age in English but the number moving on to the higher level (Level 5) is only increasing marginally. There has been a range of good strategies adopted to increase the rate of improvement but these have not yet worked their way through. The present Year 6 has had the benefit of being involved in the school's initiatives for a longer period and is a stronger cohort. The school is confident that it will see the impact of its actions in the next set of English test results.

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

Standards in:	School results	National results
English	27.0 (26.9)	27.0 (27.0)
mathematics	28.7 (27.2)	27.0 (26.7)
science	30.5 (28.7)	28.8 (28.3)

There were [number] pupils in the year group. Figures in brackets are for the previous year

- 4 The good work in art and design, science, ICT and music noted in Years 1 and 2 continues through Years 3 to 6 with pupils achieving well in these subjects. By the end of Year 6 pupils are attaining better than expected for their age in these four subject areas. Pupils make particularly good progress in their scientific investigational work. They also do well in the more creative elements of their art and music work. In subjects such as geography, history and religious education there is good use made of literacy, numeracy and ICT skills and this is

helping pupils to attain at the levels expected for their age by the end of Year 6. Pupils who are gifted and talented in any number of areas are recognised quickly and helped to extend their achievement in those areas. The school's good identification strategies and provision helps these pupils achieve well.

- 5 Throughout the school pupils with special educational needs and those who do not find learning easy achieve very well. This is because there is early recognition and intervention happening. These pupils are provided with specialist support and this is helping to motivate them and consequently raise their achievement. This is reflected in the National Curriculum test results with fewer pupils now not attaining at the level expected for their age and very few being well behind the levels expected. This, alongside the improvement in boys writing, has been a key factor in the improvement in standards that has been noted over the past few years.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good with this being a very strong area of the school's work. The school is very successful, in promoting pupils' spiritual, moral, social and cultural development. Attendance and punctuality are good.

Main strengths and weaknesses

- The school's commitment to the 'Investors in Pupils' programme is having a very positive impact on pupils' ability to make decisions and take on added responsibility.
 - Pupils are confident when communicating with each other and with adults.
 - Behaviour, in lessons and around school, is very good.
 - Excellent personal development arrangements impact very positively on pupils' confidence and self-esteem.
 - There is very low incidence of bullying or any other form of harassment.
 - The Learning Mentor is having a very positive influence on a small number of pupils who need motivating.
- 6 Pupils enjoy school and feel happy and secure. In the foundation stage of learning there is huge emphasis on sharing, co-operating and taking turns and children make good progress in their personal and social skills and learn how to relate well to one another and to adults. As a result the vast majority of children are on course to meet the Early Learning Goal for personal, social and emotional development by the time they finish their reception year. Throughout the school pupils are very well motivated and take advantage of everything on offer, both in class and in the very many extra curricular activities available. They behave very well in lessons and around school. They are encouraged by the very skilful strategies and consistency of good practice employed by all the staff. This, combined with the excellent work undertaken by the Learning Mentor in the school is helping to ensure that all pupils are highly motivated. As a result, the pupils' very positive attitudes are having a significant impact on their achievement. Many pupils have a range of varied roles to play in the school and are easily recognisable to others by their different coloured caps, each distinguishing their particular area of responsibility. Older pupils, for example, reliably looking after the younger pupils, ensuring they settle quickly into school routines. Members of the school council act as playground buddies at play times. An elected committee of pupils very capably runs a Youth group on Friday evenings. They have their own budget and plan and run all the activities themselves. There is a suggestion box provided to enable all pupils to have input into the activities.
- 7 *There have been no exclusions for some time.*
- 8 The Investors in Pupils programme which embodies the excellent personal, social, health and citizenship education framework followed by the school promotes very successfully the

confidence and self-esteem of the pupils. This is very well managed by the co-ordinator who helps to ensure the continuity, consistency and high profile throughout the school. This work pervades the school ethos and is embedded in the very fabric of the school creating a calm, orderly and stimulating learning environment. Pupils are confident, have mature views and are eager to learn. Staff and the learning mentor deal with any unpleasant incidents, which are few in number, very effectively. Pupils form positive relationships both with their peer groups and with adults, with whom they communicate articulately. The School Council and the Investors in Pupils work has further increased their autonomy in school and pupils feel valued and listened to.

- 9 A system of well thought-out short-term targets works effectively. Boys have responded particularly well to these and enjoy the visual charting of the targets and the competitiveness they bring. Pupils are encouraged to take an active part in their own learning. A system of self-evaluation, which encourages pupils to talk about how well they have done, and very good plenary sessions supports this.
- 10 Pupils celebrate their successes with others in well-planned assemblies, where they are encouraged to share any talents they may have with others. Certificates for achievement or improvement help pupils to develop pride in their work. Special projects such as faith and community weeks are very effective in promoting understanding and respect for others. They have a good understanding about the implications and responsibilities of living in a community and in making a good contribution to the environment and society, as a whole. Pupils have undertaken recycling projects, are engaged in planting and designing a seating area on wasteland. Following a topic on World War Two, pupils visited an old people's home where they performed songs from that era.
- 11 Overall, attendance and punctuality are good. Part of the role of the learning mentor is to follow up on absence and punctuality. Sensitivity in dealing with families, as well as pupils, has been very effectively managed. This has enhanced the trust and co-operation between school and home and in turn has brought about an improvement in both of these areas. However, parents taking pupils on holidays during term time still remains a problem.

Attendance in the latest complete reporting year (93.6%)

Authorised absence	
School data	6.4
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good throughout the school. Teachers and support staff give high priority to helping pupils achieve to their potential and there is very good information provided to help pupils know what they need to do next in order to improve. Pupils' learning is also helped by the attention the school gives to providing an exciting and interesting curriculum, which motivates them.

Teaching and learning

Teaching and learning are very good with pupils being highly motivated and being encouraged to think for themselves.

Main strengths and weaknesses

- Teaching is very good for English and mathematics and is making a huge contribution to helping pupils use their literacy and numeracy skills effectively in other subjects.
- Very good team planning, which includes teachers and teaching assistants working with specific age groups, helps the teaching to improve the learning of different groups of pupils.
- Very effective leadership by key members of staff helps all teachers to be clear about challenging and supporting all pupils of different ability.
- The pupils are clear about what it is they are expected to learn and aim to achieve their targets.
- Teachers are very aware of the need to motivate boys, to meet the needs of pupils with special needs and in most cases challenge the most able.
- Occasionally the more able pupils are not sufficiently challenged.

Commentary

- 12 There are many very positive features to the teaching which is very good overall. Staff work effectively in teams led by a senior member of staff. This is helping everyone have clarity about what is expected in terms of planning, challenging more able pupils and supporting pupils who may otherwise be disaffected as well as those with special educational needs. In this way the impact of the school's leadership permeates every classroom and there is a good sense of everyone working to a common purpose.

Summary of teaching observed during the inspection in 51 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very Poor
1 (2 %)	25 (50 %)	18 (34%)	6 (12 %)	1 (2%)	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.

- 13 In the nursery and reception classes many children had only been at the school a matter of a few days at the time of the inspection. The expertise of the staff was very evident in the way activities had been set out for meeting the needs of these young children. In the extremely, well-planned outdoor area, for example, children were gaining in confidence as they rode their vehicle through and over specially designed tunnels and bridges within the play area. Many of these children were showing courage as well as perseverance as they did so. In both the nursery and reception classes, staff provide maximum opportunity for children to respond orally in lessons. This is because there is a recognition that many children's communication skills are not as advanced as they should be when they start. They also prioritise surrounding children with high quality books, which are read to them at various times through the day. The stimulating environment within each of classrooms, as well as outside, emphasises how much knowledge the staff have about the needs of young children.
- 14 In Years 1 and 2 there is a good mix of young and experienced teachers. Teachers make very good use of national strategies for literacy and numeracy to help provide pupils with support to improve their basic skills. However, there is also very good attention to making the lessons interesting and stimulating, therefore ensuring that children are highly motivated. Again there is a high emphasis placed on pupils' speaking and listening so as to provide many opportunities for them to carry out discussions and to think creatively. In one Year 2 lesson, for example, the class set off on a visit to another planet with everyone, including the teacher, playing a role. In this way all pupils were contributing to the imaginative ideas and the levels of enthusiasm were very high. There is a high priority given to creativity in Years 1 and 2 with one Year 2 teacher expertly raising the achievement of pupils in art by the way she challenges them. Pupils who start off saying, 'that's hard' are quickly engaged and striving to do their best. In another example a Year 1 teacher effectively uses a story as a main focus for pupils to recreate a deep, dark forest and to recreate the story through drama.

- 15 In Years 3 to 6 teachers continue to build on the momentum that has been created earlier in the school. Careful consideration is given to the needs of different pupils with a special eye kept on motivating boys. Where possible teachers ensure that the content is likely to captivate boys and there is awareness that certain boys work best when the challenge has an element of competition associated with it. Music, art and dance are highly valued with all staff feeling very secure in developing pupils' skills in these areas. Specialist teaching is used when necessary to further improve the quality of pupils' work. This is seen at its best in music and dance. Planning ensures that staff take full account of pupils' prior attainment and that there is effective use of pupils' literacy, numeracy and ICT skills across the curriculum. As pupils move through the school there is an expectation that they take more control for their learning. The teaching challenges their thinking as was noted in one Year 6 class where pupils had to come up with hypotheses for a task focusing on a mystery.
- 16 There are occasions when the needs of more able pupils are not as well addressed. This happened mainly in mathematics lessons taught by inexperienced teachers. As a result of the effective leadership system this has already been noted and is something that the school is working on. As the inspection was taking place in only the second full week of the academic year it was something that the leadership had noted but not had time to address fully as yet. However, good teaching supports the provision for gifted and talented pupils. A range of interesting and motivating tasks are organised in many different subject areas to engage different pupils.
- 17 Pupils' learning is enhanced by their attitudes to work, the way they take pride in what they achieve and their behaviour in lessons. This results in little, or no, time being wasted in lessons and in pupils working very hard. The influence of the learning mentor, who works with pupils who could easily be disenchanted, is crucial in ensuring that all pupils are working to their full potential and to their capability. She spends time on a one-to-one basis with a number of pupils and in each case they are highly motivated as a result. The other group who contribute very positively to pupils' learning is the teaching assistants who support either individuals or groups of pupils in different classes. They help pupils clarify how they can best meet their targets and are a vital component in helping them to know what they need to do next in order to improve their work. As a result pupils see teachers as people who are fair and are there to help them. Teachers' planning, which takes full account of pupils' abilities and what has happened in previous lessons, makes a valuable impact on pupils' learning.
- 18 There are very good procedures in place to record pupils' progress and staff make good use of the available information for planning future work. Learning targets are used successfully in writing and mathematics to help pupils recognise what they need to do next in order to improve. The quality of on-going assessment is good throughout the school. Staff know their pupils well and can pitch work at the right level to meet their needs as a result.

The curriculum

The breadth of curricular opportunities is very good. The school has a very good understanding of its pupils and has designed an exciting and innovative curriculum that captures their interest, meets their needs and promotes a love of learning. Opportunities for enrichment are very good. Accommodation and resources are good.

Main strengths and weaknesses

- The school's curriculum gives very good attention to including all pupils.
- The curriculum for the youngest children in Foundation Stage is very good.
- The very good range of extra curricular provision for children enriches the curriculum for all pupils.
- Curriculum theme weeks enrich the curriculum for all age groups.

Commentary

- 19 At the very heart of the curriculum is a commitment to 'invest' in the pupils. This means that before anything else, the school sees pupils as unique individuals who need to feel special, clever and confident enough to achieve their very best. The school is very effective in achieving this and its work in personal, social and health education and in citizenship lays the fundamental building blocks for this to happen.
- 20 There is a strong feeling of equality for all in the school, which can be seen in all areas of the curriculum, but in a small minority of cases, some more able pupils do not have programmes of work that will help them achieve their very best. All other groups of pupils, including those with special educational needs and those who have a particular gift or talent, are given work that challenges and inspires them to very good achievement. A recently established 'inclusion team', makes sure that groups of pupils who may have difficulties in achieving well get the right support. The innovative use of support staff, who each have an area of expertise, is also having a very positive impact on groups of pupils who may otherwise have difficulty in achieving well.
- 21 The school is very good at preparing pupils for the next stages in their education. The move from nursery to reception is a particular strength for the youngest children, and the close link with the secondary school very much helps the oldest pupils to prepare for a new school and new challenges.
- 22 Innovative curriculum theme weeks play a very important part in Morley Victoria's work. Not only do they add excitement, interest and enjoyment for pupils, they are extremely useful in helping pupils to achieve more than they otherwise would. One of the reasons for this is the extremely useful training teachers undertake in order to deliver these theme weeks, and the benefits can be seen in all areas of the curriculum.
- 23 The strong emphasis that the school places on developing the basic skills of literacy, numeracy and ICT in all subjects is having a very positive impact on achievement in every area of the curriculum. In nearly every lesson, there are opportunities to develop these basic skills being taken.
- 24 There are very good opportunities for pupils to extend their interests out of school and to become 'smart' in areas beyond the normal school curriculum. This part of school life is just as important as the school day to pupils and the very high take-up of these activities helps pupils to have a personal sense of achievement. There is a very good coverage of sports, arts and creativity both in and out of the school day, which means that there are remarkable opportunities for all pupils to develop their skills and interests. The very good teaching of French to pupils in Year 6 is helping them to achieve very well in this subject.
- 25 The teachers and support staff are a real strength of the school because they have developed the right skills in order to deliver the curriculum that is special to Morley Victoria. The school's accommodation is good with plenty of space in most classrooms. However the school has five different buildings, which could easily hinder good continuity from one stage to another. The school works hard not to allow this to be the case. However, the toilet facilities are badly in need of modernising. Teachers make good use of a range of resources to support pupils' learning. These are particularly effective for religious education.

Care, guidance and support

All aspects of the care, guidance and support given to pupils are very good and through its 'Investors in Pupils programme the school is able to respond very positively to pupils' views.

Main strengths and weaknesses

- The relationships between pupils and adults are very strong, especially between the learning mentor and pupils.
- The school provides a safe, welcoming environment for all.
- Child protection and health and safety issues are very effective.
- There is very good access to well-informed advice and support throughout the school.
- Induction arrangements for pupils moving into or out of the school are very strong.
- Monitoring procedures are very good and help to ascertain the needs of all pupils.

Commentary

- 26 This is another very strong area of the school's work, which is underpinned by its educational approach. The school uses very effectively policies for the development of pupils' personal and social awareness. These pay great attention to how all the pupils develop personally and academically during their time in school. Relationships in school are very good and all staff are pleasant and polite to pupils, who are appreciative of this.
- 27 A safe and welcoming atmosphere is created by a well-ordered, yet sympathetic philosophy, which is shared by all who work in the school. The staff get to know pupils very well and a system of pupil helpers ensures that playtimes are safe and secure for all. Pupils play a big part in the school's work and development with the school council being one of many influential groups that meet with staff at different times.
- 28 Child protection procedures are very good. These procedures are open, well known to all staff and are being further strengthened by the recent formation of an inclusion team. The team meets regularly to discuss pupils and share relevant information in order to ensure the very best possible support exists for pupils, whatever their needs. Staff works closely with outside agencies to support pupils.
- 29 The learning mentor has a crucial part to play in the well being of pupils. She provides a focal point to go to if pupils have a problem. She very skilfully "helps pupils solve problems" There is a shared expectation of very good behaviour throughout the school. Oppressive behaviour is eliminated through close attention to pupils as individuals. Any problems are talked through at length with the pupils concerned, and resolved in a successful approach, which may include parental involvement. The learning mentor meets on a daily basis with staff and the headteacher and attends all staff meetings to update them, discuss issues and ensure that provision is consistent in meeting the needs of the pupils. She has a good dialogue and relationship with parents and provides advice on parenting.
- 30 The Investors in Pupils initiative has played a great part in the induction programme for pupils, staff and visitors. Pupils have created a class handbook, which has provided them with empathy towards pupils coming new into school. Pupils are well supported through areas of transition. The learning mentor works with the Year 6 teachers on transition to high schools, bringing pupils together prior to transition, especially if small numbers of pupils are involved. Reception pupils have the advantage of being phased in over three weeks, youngest first, in order to give them maximum attention. This enables them to settle quickly.

- 31 There is close and very effective monitoring of pupils both academically and in their personal and social education. Short and long-term target setting, personal achievement books, contributions to assembly and extra curricular activities ensure that all groups of pupils are given the opportunity to achieve. Through the School Council and Investors in Pupils programme, all pupils are encouraged to become part of the decision making in school. They elect representatives and work on aspects of the school's finance to foster respect for resources by appreciating cost.

Partnership with parents, other schools and the community

Parents think very highly of this school and it plays a prominent and very significant role in the community as a whole.

Main strengths and weaknesses

- Huge amount of trust between parents and staff.
- Parents are full of praise for the school's leadership, teaching and opportunities being provided for pupils of different ability.
- School provides information and support to assist parent with their children.
- Parents and the community are very supportive of the school's events.

Commentary

- 32 The school has a very good partnership with parents who are very supportive and find the school welcoming and inclusive. There are very good links with new pupils and with receiving schools. There is an appreciation of the very good range of activities available for pupils. The school is actively involved in the local community.
- 33 The headteacher, teachers and learning mentor all encourage parents to help out in school. Many take up the opportunity and a larger number find other ways of supporting events and pupils' learning. The overwhelming feeling that came through the pre-inspection parents' meeting and the inspection questionnaire is one of support for the school's work. Good quality information is sent home to parents. These include regular newsletters and information on how to help and support children at home.
- 34 The school provides good annual reports on the pupils' progress. These help parents to see what their child is capable of doing and they also include information on personal development. The reports are discussed at the consultation evenings to which pupils are encouraged to attend. The attendance at these meetings is very good any absences are followed up to ensure all parents are seen. The school holds successful curriculum sessions and have year group evenings to help parents work with their children at home. The school has a very good homework arrangement and also provides holiday packs for those parents and pupils who wish to have them.
- 35 The school provides a very good induction programme for new pupils with the majority of pupils joining the school from the nursery. There is very good liaison with the receiving school through the local school group. There are joint projects with the secondary schools and pupils have opportunities to attend the secondary schools they are to transfer to and meet their new teachers.
- 36 The parents and friends association raises funds and provides a range of social events for the school and wider community. These include dances, fairs and discos for the pupils. The school is well used by various groups in the evenings with guides, cubs and rainbows and judo groups meeting regularly in the school hall. There is a regular meeting of a youth group

in the school, which the pupils help to organise. The money raised by the parents and friends association is used to provide extra equipment and facilities for the school.

- 37 The school has very good links with the local community and the gardening club received a special award from Morley in Bloom. The school has links with the local church and are involved in the Leeds wide Christmas Carol performance. The school has community theme weeks to look at a specific aspect of community life. There are music links to the City Learning Centre and pupils perform annually at the Town Hall.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are excellent. They are very effective in helping to raise pupils' achievement and provide very valuable support to all staff. The governors provide support and challenge and are therefore extremely effective in their role.

Main strengths and weaknesses

- The headteacher has developed an outstanding model of school leadership that works well and gives high priority to achievement, inclusion and quality of education.
- The four management teams work extremely effectively to ensure that all staff are working to a common purpose.
- The governors provide the school with challenge and support and make an outstanding contribution to the work of the school.
- Many subject leaders bring additional expertise and experience to their role and help to ensure that pupils achieve well in a range of subjects.
- The school's systems for checking on how well pupils are achieving and how well they are being taught are excellent and provide all staff with valued guidance.

Commentary

- 38 The governors of the school are exceptional in the way they involve themselves in school life. They provide both challenge and support to the senior leadership team and to the staff as a whole. Each member of the Governing Body is directly associated with a key stage team and is able to have an insight into the issues facing the school as a whole as well as at a classroom level. They do not take things on board without first seeking clarification of its potential impact on pupils' achievement and on staff morale. The Governing Body has a high regard for the headteacher but it still challenges his ideas as was seen when a leadership re-structure was presented to it in the recent past. The governors sought outside advice and explored all potential issues before approving the new leadership model.
- 39 The governors are familiar to the staff and pupils and understand the school's strengths and weaknesses. They recognise the issues that face the school and can empathise with points raised because they have good knowledge of the school's way of working. They value the headteacher's presentations to them but use other information as well to help them draw conclusions about the school's future direction. They are ambitious and have a very important input into the school improvement planning cycle. They are fully involved in the long-term sustainability of current strategies and are very keen to be part of the school's culture. Through their commitment and involvement they are able to have a significant impact on the 'value added' factor provided by the school. All statutory duties are fulfilled and there is very good awareness of the inclusion issues faced by the school. It has identified the school's distinctive features and recognises where the school needed to make adjustments to its curriculum, teaching and learning as a result.
- 40 The headteacher brings a unique style to the school's leadership. He consults widely and devolves responsibility carefully but still keeps a firm grip on what is happening. He has

devised a leadership system that is unique and all encompassing. He has created a number of teams around him - all with clear lines of responsibility. The latest of these teams has overall responsibility for inclusion. This team overlaps with several other teams but each group has its own integrity. The headteacher's strength is the way he provides direction for each of these groups. He knows what he wants of them and as a result of the information he gains from different sources he knows his school very well. He is exceptionally well supported by his leadership team (headteacher and the two assistant headteachers) who offer vision and direction to the school. Another very important group is the senior management team, which comprises the leadership team plus four key stage team managers. The leadership system helps all staff to feel involved in whole school decision-making, makes staff feel valued and is highly motivating. The headteacher, in creating the leadership structure, has sought advice from both within his own Local Education Authority and from consultants from neighbouring universities. In this way he shows that he is happy to have his ideas challenged and ensures that they stand up to scrutiny from outside experts as well as looking at its impact from within.

- 41 Subject leaders are very knowledgeable and are able to evaluate the impact of current practice on achievement. Teachers with leadership role are not just strong in evaluating their provision for their subject but also have the confidence and expertise to offer strong support to their colleagues when new initiatives or direction are introduced. They are very confident because of the guidance and example they have observed when being part of a leadership team. Leadership is particularly effective for the core subjects of English, mathematics and science but is also strong in several other subjects, including ICT, music and art.
- 42 The management team is mainly responsible for evaluating the effectiveness of the school's work. It is a body that is highly involved in looking at the quality of pupils' achievement and at the impact that teaching is having on learning. It deals very effectively with analysis of data from National Curriculum test results and uses the information they gain to focus on areas that require improvement. The management team's impact was seen at its best when it focused on raising boys' achievement. It successfully evaluated the impact that different learning styles had on boys' achievement as well giving deep consideration to classroom management, motivation and the impact that providing good role models was having. As a result of the careful consideration given to this area of the school's work there has been a noticeable improvement in boys' achievement, especially in the area of writing. Another major success story relates to the way the management team invested in the principle of 'Investors in Pupils'. As a consequence of this involvement pupils feel more valued and their ability to think more deeply is helping their learning, thus improving their achievement.
- 43 The strong management structure provides very good support to all staff. Teaching strengths and weaknesses are analysed and support and challenge provided for all staff. Despite being a new school year, with several new members of staff working at the school, the school's leadership had already accurately identified areas of strength and potential areas of development for individuals. In addition, the system in place gives clear indication as to how staff are being supported and it is clear that there is a high priority given to professional development of each individual member of staff. This is a school where staff feel valued and are very well supported. There is for example, great consideration given to staff deployment so that teachers and support staff are able to experience working with different age groups. In each case there has to be a benefit to the professional development of the individual member of staff as well as to the quality of education provided for the pupils.
- 44 The headteacher, working closely with the Governing Body manages resources very effectively. Financial resources are carefully linked to educational priorities and spending is evaluated against its impact on raising standards. The headteacher and governors are aware of the potential impact that a new school being built locally is likely to have on the overall budget of this school and has already taken sensible precautions to ensure that it does not run into financial difficulties. Money is allocated to different projects wisely with a high priority given to seeking the best possible value for spending decisions. The following table shows

that the school takes care to keep an appropriate amount of its budget in reserve for contingency purpose.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,198,120
Total expenditure	1,194,760
Expenditure per pupil	2,229

Balances (£)	
Balance from previous year	53,800
Balance carried forward to the next	57,160

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is very good in all areas of learning and has strengthened since the good position reported at the time of the previous inspection. There is very effective leadership of the Foundation Stage of Learning.

Main strengths and weaknesses

- During their time in the nursery and reception classes children are provided with a very good range of activities to help promote their academic, as well as personal, skills. As a result they make good progress with a vast majority attaining the learning goals in each of the six areas of learning by the time they leave the reception classes.
- Reception children are able to take advantage of the excellent outdoor facilities attached to the nursery building.
- Curricular planning is very good and gives appropriate attention to aspects that are distinctive about the intake of the school.
- Teaching is very effective and makes a significant contribution to children's learning.
- There is very good attention to the needs of boys with particular emphasis on ensuring that they have positive attitudes and to making writing tasks exciting for them.
- There are very comprehensive procedures in place to help children settle into the routines of the nursery and reception classes.
- One of the initiatives which has a positive impact on children's ability to settle is that the youngest children transfer from the nursery to reception first so that they spend longer in smaller groups.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is very good. Teaching and learning are very good and the majority of children are on course to meet the early learning goals in this aspect of learning by the time they leave the reception classes. Leadership and management of this aspect are very good.

Main strengths and weaknesses

- The teaching pays particular attention to ensuring that boys have positive attitudes.
- Children who start school unable to take turns or share quickly learn to work together with others.
- There are good links between the provision and the 'Investors in Pupils' programme that older pupils experience.

Commentary

45 The adults in the nursery and the reception successfully help all children, even those who have only been at the nursery for a few days, to settle quickly. There are no tears and most children are able to show some levels of independence very quickly. The use of the bear 'Little Ted' is very effective in helping children to learn about looking after special things and friends. A great deal of work is needed to help children to willingly say 'please' and 'thank you'. There is particular attention given to help boys settle and they are provided with activities that they find motivating. Snack times prove to be an important time for adults to focus on politeness and manners and this is paying dividend very quickly, although many still need reminding of what to say. The staff are quick to praise children and their self-esteem is raised as a result. The use of the outdoor play area helps children gain confidence in 'being brave'. Children learn to ride their wheeled vehicles through tunnels and over bridges. The majority do so cautiously at first but quickly pick up courage and do so at speed after a few attempts. In the reception in particular, there is emphasis on ensuring that children can independently move onto activities that are set out for them. This enables the adults to work for prolonged periods with small groups of children.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is very good and helps children to make good progress. The majority of children attain the early learning goals by the time they leave the reception classes but very few move beyond this point. The teaching for this aspect is very good as is the leadership.

Main strengths and weaknesses

- There is a great emphasis on developing children's speaking and listening skills.
- Children with special educational needs in this area are identified very quickly and good quality support is provided.
- Children learn to have a love for stories and know how to look after books.

Commentary

46 The vast majority of children find listening in large groups difficult. However, staff very quickly establish patterns where only small groups are listening to an adult at any time. There is a great deal of sensitivity about how long children can sit and listen. Great care is taken to maximise opportunities for children to respond to questions or to speak about an area of interest they have. The children's use of Standard English is a concern as is the confidence levels of many children to say things in a group situation. Within a short time most children have gained a great deal of confidence to speak out in front of others but they tend to use a limited vocabulary. Children get to know a range of books from early on. They all know how to handle books and nursery aged children quickly learn about how a book works. Reading skills are taught in a enjoyable way with a great deal of attention given to introducing children to sounds and to using pictures to tell a story. In the nursery there is good attention to helping children recognise the visual, as well as the tactile, element associated with different letters. A range of interesting activities helps children associate the sound of the letter to its shape. In the nursery children are provided with a number of activities to get them used to recording things in writing. Lists, letters and captions are created as children engage in different activities, such as sending birthday cards and writing shopping lists. In the reception this is developed more formally with particular attention given to helping boys to write for purposes that engage and excite them.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is very good. Most children achieve the early learning goals despite many starting school with little knowledge or understanding of number. Teaching is very good as is the leadership in this aspect.

Main strengths and weaknesses

- There is a well established outside mathematics trail used regularly to help link children's mathematical development with the outside environment.
- Children make good progress in this area of learning with number work being particularly
- Teachers help children to get to know a good range of number rhymes from early on. strong.

Commentary

47 Staff are aware that there a number of children who start school with limited awareness of number rhymes and therefore give a great deal of attention to developing this part of children's knowledge and understanding of number. Counting is a very important focus from early on with staff maximising opportunities for children to count items and engage in activities like counting the number of children in each group. In the nursery there is very good attention to helping children learn about shape and measurement by using the outside environment. By the end of the reception most children can count to 20 and sort a range of items according to size, colour and shape. They are able to count on to add two numbers together and have some understanding about removing items when carrying out subtractions. They know the names of at least five two-dimensional shapes and can recognise these in the outside environment, for example, road signs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is very good, especially when it comes to using information and communication technology. Most children attain the early learning goals although few move beyond them. The teaching is very good and the leadership for the area is also very good.

Main strengths and weaknesses

- Children show good skill levels when using the computer.
- They learn about looking after animals and know what is needed to make things grow.
- Teaching gives good attention to helping children understand more about their immediate environment.

Commentary

48 Children are provided with many opportunities to learn about their immediate environment and make several visits to places of interest, like the local garage. They also have many visitors coming into school and there is particular attention to giving children strong role models in these instances. The staff are very effective in creating different environments within the classroom to provide children with experience of different places like a jungle. Children learn to use the computer and have access to the computer suite. They can move the cursor successfully and click on and place items in different places on the screen. They know the terms 'mouse', 'keyboard' and 'program'. Reception aged children learn about different themes associated with science and can talk about electricity and light with some confidence and knowledge.

PHYSICAL DEVELOPMENT

Provision in physical development is very good and greatly enhanced by the outside play area. Most children attain the early learning goals for this aspect of learning. Very effective use of the outside area is a key component of the very good teaching and leadership.

Main strengths and weaknesses

- The excellent outside area provide children with an exciting and creative area to explore.
- A range of very good resources is provided to help children make the most of the outside facility.
- Staff are very aware of what they want children to achieve in the outside area and check carefully on children's progress.

Commentary

- 49 All staff give a high priority to this aspect of learning. There has been a great deal of planning time spent to ensure that the outdoor area is just right to meet the needs of all the children. Although the main outdoor environment is attached to the nursery, reception children have access to it as well as access to a small, but well planned, outdoor area that is situated between the two reception classrooms. In addition, reception children have physical education lesson in the main hall where they participate in dance and gymnastics work. Apart from the opportunities for children to use their whole bodies during outdoor activities much attention is given to developing children manipulative skills. Children have regular access to play dough, construction materials and cutting and sticking equipment. During these occasions children show an increasing maturity as they learn to be more accurate with their cutting, sticking and joining of materials. In addition to the physical activities there is much attention to helping children recognise how important it is to have a healthy lifestyle. By the time they end their reception year children are able to explain why it is important for them to exercise.

CREATIVE DEVELOPMENT

Provision in creative development is very good. Very good attention to developing children skills in this aspect of learning results in most children attaining the early learning goal despite many finding it difficult to think creatively when they start school. The teaching and leadership are both very good.

Main strengths and weaknesses

- Music is a very important part of the provision.
- Children learn to experiment with art materials and find out about texture and colour by looking at the work of a range of different artists.
- Staff successfully work on developing children's creativity because they recognise that it is a particular weaknesses amongst several children when they start school.

Commentary

- 50 Music forms a major part of the Foundation Stage curriculum with children having regular access to a range of instruments. They also sing as a group very frequently. Art is also an important area with children learning about the work of one famous artist each half-term. They experiment with paint and work on mixing paint to different consistencies so as to experience laying paint onto different surfaces. They are very good at trying to make use of the technique used by the artist they have been studying and the end results are often very pleasing. The staff give good attention to exploring the creative awareness of boys and choose themes like pirates and islands to capture their imagination. Creative weeks form part of the curriculum with staff being very determined to give extra attention to this area of learning in an effort to improve children's skills in this part of their work.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is very good. Although pupils' National Curriculum test results are not as impressive as they are for mathematics and science there is none-the-less evidence of pupils achieving well.

Main strengths and weaknesses

- Pupils achieve well throughout the school with pupils who have special educational needs achieving very well.
- Pupils use very good expression when they read and they are able to use a range of skills to read unknown words.
- There has been a marked improvement in the achievement of boys, particularly in writing.
- The limited range of their vocabulary and the inconsistent use of Standard English hinder the attainment of more able pupils in writing.
- Teaching is very good and is having a very positive impact on pupils' learning and achievement.
- There is very good subject leadership.

Commentary

- 51 Standards at the end of Year 6 are improving but not at the same rate as they are doing for mathematics and science. At the end of Year 2 standards in reading and writing have been in line with national expectations for the past few years. There has been a determined effort to improve pupils' vocabulary and their use of Standard English and this is beginning to pay dividends. However, the school recognises that it is taking a long time to see the impact of this improvement in National Curriculum test results both at the end of Year 2 and Year 6.
- 52 When pupils start Year 1 they are confident in handling reading materials and enjoy exploring writing for different purposes. Many have met the Early Learning Goals for communication, language and literacy at the end their reception year but very few have moved beyond this. The main sticking point is undoubtedly pupils' ability to express themselves fluently using a full range of descriptive words. This is again the issue in Years 1 and 2. During these two years pupils develop a confidence in their communication and are keen to be involved in class discussions. Their reading develops well with many pupils widening the range of reading books they are familiar with and being able to work out how to use reading for the purpose of research. It is in the area of writing that many more able pupils find it difficult to attain at the higher levels. Pupils achieve well in writing because there is marked improvement when comparing their abilities at the beginning of Year 1 with their ability at the end of Year 2. There is very good progress in the secretarial skills with pupils beginning to use more mature punctuation, attempting to spell words that are not familiar to them and their handwriting is impressive. It is pupils' creative ideas that are letting them down. This is partly due to their lack of expressive language, both orally and in written form.
- 53 As pupils move on to Years 3 to 6 the issues relating to the use of Standard English remains a problem area, as does the range of the vocabulary used in their written work. Pupils continue to achieve well in their reading and older pupils in particular can talk with confidence about a range of authors they know and like as well as indicating what preferences they have for the style of books they read. There are improvements in pupils' oral communication skills. They can make points very well and can sustain an argument and listen to the point of view of others. However, too frequently they make the same grammatical errors, usually associated with the tenses they use. These grammatical errors also occur in their writing. The most common error is the continued use by more able pupils of the word 'what' for 'that'. Examples such as, 'He speaks in a low-toned voice *what* echoes wherever he goes.' tend to perforate the text. On the whole there is good improvement in pupils' writing. By Year 4 pupils are able

to open their stories with well-constructed phrase or sentences and are able to use text for effect, for example, use of capitals or italics to emphasise points. Sentences tend to be simple with little evidence of complex or even compound sentences being used. Their punctuation is good as is their handwriting and spelling. There is much improvement by Year 6 where pupils are confident enough to use a range of interesting adjectives and are able to summarise effectively. More able pupils are particularly adept at bringing their thoughts to an appropriate conclusion, for example, *'Different theories exist but one man remains a prime suspect.'* By the end of Year 6 more able and average ability pupils are able to express themselves very clearly. They get across what they want to say in many different contexts. However, few are able to write using a depth of vocabulary that would be expected for brighter pupils. This is restricting the level of creativity that comes across in the writing.

- 54 Pupils with special educational needs are achieving very well. Many of the pupils with learning difficulties end up attaining at the level expected for their age by the end of Year 6 because their needs have been accurately identified and a range of adults who work in classrooms expertly supports them. These pupils are very motivated and keen to succeed.
- 55 Pupils have very positive attitudes in lessons and behave extremely well. They often spend time outside the lessons discussing aspects related to the lesson they have been engaged with. This was most apparent in a Year 6 lesson when pupils were working on a mystery. Pupils congregated at break time to discuss their theories and quite a good-humoured, but heated, debate ensued. A number of pupils who could easily be disruptive in classrooms are very engaged in their work aided by the support they receive from the learning mentor at the school. These pupils have made remarkable progress over time and achieve very well as a result. Many lessons build on pupils spiritual awareness, as noted in a Year 1 lesson about being afraid and exploring how they feel at that time.
- 56 The teaching is very good overall and is having a very positive impact on the learning that is taking place. Teachers make very good use of the National Literacy Strategy and are aware of helping pupils to use their literacy skills across the curriculum. Teachers show very good levels of expertise as they give emphasis to pupils' spoken English as young pupils rehearse what they want to write by saying sentences out aloud to see if they make sense. There is a high priority given to drama, again in an attempt to help pupils' creativity. In one Year 1 lesson the teacher played the part of a main character in a story that was being read to the class. The fact that she did not move out of role helped the pupils to be creative. In Year 2 pupils had a similar experience as they went on a journey to outer space using the newly discovered fuel that their class teacher (the professor) had invented. Although the teacher had to work very hard to get the pupils to offer their own ideas it none-the-less served the purpose of helping their creative effort.
- 57 Teachers in Years 3 to 6 give much attention to the content of their lessons so as to engage boys. For example, a play script used in Year 4 contained just the right amount of humour to engage all the pupils, but boys were particularly captivated. Similarly in a Year 6 lesson the focus on a mystery and trying to work out who murdered the 'lady of the house' had boys enthralled. Teachers, throughout the school, make it clear what pupils are expected to produce at the end of each lesson. In some cases there are clear targets associated with the tasks, which again has several boys very motivated. The use of learning targets in general is enhancing the quality of the work taking place because it is helping pupils know what it is they need to do next in order to improve. In the vast majority of lessons there is very good attention to the needs of pupils of different ability.
- 58 The quality of subject leadership is very good and has several outstanding features associated with it. The way the co-ordinators have evaluated the test results, focused on the achievement of different groups of pupils, taken action to address issues and then carefully checked on the impact of their actions is especially impressive. As a result of their work several groups of pupils have benefited, these include, boys, pupils who were lacking motivation and those with special educational needs. Subject leadership builds into the

school's leadership and management teams and as a result is having a very important impact on the achievement of pupils. There is recognition that it is going to take a little while before the full impact of their work is going to improve pupils' attainment but there are already several positive shoots which will need additional time to flourish.

Language and literacy across the curriculum

59 The impact of pupils' language and literacy across the curriculum is very good. There is high priority given to this aspect of the school's work. Many literacy sessions take their main text from work that is on-going in history, geography or religious education. There is a high priority given to using books for the purpose of research and pupils are very confident when finding information on the Internet. As a result many pupils, especially boys are reading non-fiction books on a regular basis. Science is a subject where the use of literacy is seen at its best. Pupils have opportunities to write for a broad range of purposes with examples of reports, explanations and arguments. The impact of the school's strategy for raising standards in speaking and listening were apparent in many lessons in science, geography and history.

MATHEMATICS

Provision in mathematics is very good and rapidly improving. National Curriculum test results at the end of Year 6 are impressive reflecting the pupils' good achievement throughout the school.

Main strengths and weaknesses

- Pupils achieve well throughout the school and this is beginning to impact on National Curriculum test results with pupils with special educational needs achieving very well.
- Pupils are provided with many opportunities to apply their number work in problem solving situations.
- The quality of mental and oral work in mathematics is particularly good.
- There are times when more able pupils are not provided with extension activities quickly enough.
- Teaching is very good and is having a very positive impact on pupils' learning and achievement.
- There is very good subject leadership.

Commentary

60 Standards at the end of Year 6 are improving with a large percentage of pupils (46 per cent in 2003) attaining at the higher level (Level 5). Very few pupils are failing to attain at the level expected for their age. The present Year 6 is maintaining this strong position. At the end of Year 2 standards are also steadily improving, with a growing number of pupils attaining at the higher level (Level 3). Pupils achieve well throughout the school. Those with special educational needs make very good progress, as do pupils who work in small groups with adult support. Occasionally, the level of challenge for more able pupils is inconsistent. This is when they do not move on to extension activities quickly enough. There has been significant improvement since the previous inspection, especially in the quality of teaching and in the leadership of the subject.

61 When children start Year 1 many have met the early learning goals at the end of reception although few achieve higher. The good progress noted in the Foundation Stage of Learning is maintained with pupils improving their ability to respond to mental and oral number work. The teaching in Years 1 and 2 is very good and making a very positive impact on the pupils' learning. All teachers are very secure in their use of the National Numeracy Strategy and help pupils to work out different ways to work out problems. As a result the speed of pupils' response in mental and oral sessions is particularly impressive. By the end of Year 2 the vast

majority of pupils attain the expected level for their age with about a third attaining at the higher level (Level 3). This is slightly more than the national average. All pupils achieve well with, in the main, good challenge being provided for more able. However, this remains the only area of inconsistency noted because in one or two lessons extension activities could have been introduced a little earlier. Pupils with learning difficulties achieve very well with many who did not attain the Early Learning Goal improving to the extent that they are attaining at the level expected by the time they finish Year 2.

- 62 In Years 3 to 6 the good progress is maintained with the vast majority of pupils achieving well due to the very good teaching. This is confirmed by the steady improvement in the National Curriculum test results at the end of Year 6. All the positive points noted in Years 1 and 2 are maintained for this age group with teachers challenging and supporting pupils effectively. Many use very good resources to help pupils think about working out answers. There is good attention to helping pupils apply their number in problem solving situations. In a very good Year 5 lesson, for example, the teachers spends time helping pupils to work out 'what' the problem is and 'how' they can tackle it. As a result pupils are very enthusiastic mathematicians and talk with confidence about their work.
- 63 Teachers make good use of learning targets to help individuals work out what they need to concentrate on in order to improve. There is good day-to-day assessment taking place which, combined with the careful tracking of the progress undertaken by the senior management team, helps each teacher to plan even more effectively. The subject is very well led by exceptionally strong co-ordinators. They have a clear understanding of the school's strengths and weaknesses and have been very effective in working at improving standards over the past few years. They work extremely well with the leadership team and nominated governors to help the school gain a very good understanding of the provision for mathematics throughout the school.

Mathematics across the curriculum

- 64 There is a very high priority given to using mathematics throughout the curriculum. This is having a positive impact in art, design and technology, science, geography, history and religious education. There is effective planning taking place in other subjects, which takes into account the skill levels of pupils of different age and ability. This enables graphs, tables and charts to be produced taking account of what pupils should be able to cope with independently. In art there is very good attention to the use some famous artists made of mathematics and the impact was seen at its best in a Year 2 lesson focusing on the work of Jackson Pollock.

SCIENCE

Provision in science is very good and helps the pupils to achieve very well and attain well above average test results at the end of Year 6.

Main strengths and weaknesses

- There has been rapid improvement in the achievement made by all pupils throughout the school.
- Pupils achieve very well, especially in their scientific enquiry with very good use being made of literacy, numeracy and ICT in the subject.
- Excellent 'science weeks' add excitement and interest to the subject for both staff and pupils.
- The work of the subject leaders is having a strong impact on both the school's direction and achievement in science.
- Very good relationships exist between staff and pupils, and this gives pupils the confidence to take risks, have a go and to ask probing questions of the teacher.

Commentary

- 65 There has been a significant improvement in this subject since the previous inspection with much more effective investigational and enquiry work happening. The main improvement has been in subject leadership, which is now very good compared to the weak position reported previously. Subject leaders are fully aware of how well pupils achieve and know the priorities for improvement. The excellent science week is one example of the subject leaders helping to improve the professional development of the rest of the staff. As a result, there is an emerging picture of greater achievement amongst pupils, as reflected in the 2003 National Curriculum test results at Year 6.
- 66 In the nursery and reception staff have to work hard to help children achieve the early learning goals for knowledge and understanding of the world. Throughout Years 1 and 2, they make very good progress, so that by the time they finish Year 2, they are at the level of most other pupils of that age. In Years 3 to 6, pupils continue to build very strongly upon their skills so that many are achieving levels that are well above those achieved nationally, as indicated by the National Curriculum test results. In lessons, pupils are challenged and supported so that achievement can be maximised.
- 67 There is very good provision for scientific enquiry and this is a feature of the very good teaching. This, together with the planning that is taking place to make full use of pupils' literacy, numeracy and ICT skills, is helping learning to be very effective. In the vast majority of lessons pupils are expected to carry out their own investigations and this is particularly challenging for the more able. However, in one or two lessons investigational work is too teacher-led. All teachers make effective use of resources enabling pupils to learn from direct experience, where possible. Staff prioritise opportunities for 'talk time' with pupils being provided with time to talk through solutions with their partners before committing to an answer. This was seen at its best in Year 2. Pupils are very enthusiastic about science and can work together very effectively when it is necessary to do so. They have a natural curiosity, which comes across in a positive way when they are not sure about something they are studying. This is aided by the work they undertake as part of the 'Investors in Pupils' programme because of the way pupils are expected to find things out for themselves.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is good. There has been significant improvement in the standards and use of ICT across the curriculum since the previous inspection.

Main strengths and weaknesses

- ICT is used very well throughout the curriculum.
- Pupils' attain standards by the end of Year 6, which are better than expected for their age.
- They achieve well.
- Teachers are very confident in helping pupils to make use of ICT across the curriculum.
- The subject is very well led, helping all staff to gain in confidence when dealing with the subject.
- In many lesson pupils have to share a computer which inhibits their progress and achievement.

Commentary

- 68 Pupils are being effectively taught a full range of ICT skills and by the end of Year 2 and 6 respectively their standards are slightly higher than expected for their age. They have opportunities to develop their work across a full range of activities and learn to make good use of e-mail and the Internet. In most classes teachers build on the experiences that pupils have gained at home when they use their own resources. Pupils with special educational needs are effectively supported by classroom assistants and achieve well as a result.

- 69 Pupils are clear about what is expected of them before they enter either of the two computer suites. Teachers work to a well-organised planning system, which has been developed by the subject leaders. There is little time wasted with teachers making sure that pupils are able to maximise the time they have in front of the computers. Work is carried out at a demanding pace with teachers making full use of the 'demonstrator mode' to help pupils understand what is expected of them. When pupils are expected to share a computer the pace is not as good and the progress is therefore not as rapid.
- 70 Confidence levels are high amongst pupils and there are good levels of co-operation when they need to share resources, as was noted in one Year 5 class. The lessons capture pupils' interest and they enjoy the challenges that are posed. Year 6 pupils have access to the facilities at a local college and this is something that they all look forward to. Pupils are appropriately assessed on their ability to use ICT in other subjects through a series of carefully constructed tasks. These take account of their ability to recognise and understand which features are best suited to different situations. Very good leadership has been maintained since the last inspection. The subject leaders know the strengths and weaknesses of the subject and have a good idea of achievement because of the very good monitoring that takes place. Subject leaders work very effectively to help drive the school improvement plan forwards, and current priorities have been outlined which include the installation of a cooling system, further training for staff and the introduction of interactive whiteboards into classrooms.

Information and communication technology across the curriculum

- 71 There is widespread use of ICT across the curriculum. This is a strong feature of the subject. In English, pupils use computers to help improve their reading and to develop their written skills. They learn to set out work in a range of interesting ways, such as in the form of newspapers and also make regular use of spelling programs. In mathematics, pupils use the ICT facilities to create charts, graphs and play mathematical games. In science there is a high priority given to ICT with very effective use made of databases to classify information. The Internet is used extensively as pupils research work in history, geography and religious education.

HUMANITIES

Only a limited number of lessons were seen in geography and history and the judgements are mainly based on pupil discussions and scrutiny of work

Religious Education

Provision for religious education is satisfactory.

Main strengths and weaknesses

- Teaching is good and having a positive impact on pupils' learning.
- Pupils achieve appropriately. The very good support for pupils who have learning difficulties helps these pupils achieve well.
- An extensive range of resources is available to support the curriculum.
- Subject leadership is good.
- There is still some work to be done on developing schemes of work for all aspects of the subject so as to improve the progression in pupils' learning.

Commentary

- 72 Throughout the school pupils attain at the levels expected for their age and achieve satisfactorily. Pupils who have learning difficulties, including those with special needs, achieve well. The level of support for lower attaining pupils is very good and this is helping them to make good progress. Subject leadership is good with a new partnership settling down well to provide very effective support to the rest of the staff.
- 73 By the end of Year 2 many pupils can talk confidently about their feelings when they give or receive gifts. They have a good knowledge of Christianity and recognise why certain places are very special to different people. As they move through Year 3 to 6 they have access to a range of religious artefacts. This is helping them to develop a growing understanding about how important certain religious artefacts are to different faiths and have some knowledge of their historical as well cultural importance. Teachers effectively use 'moral dilemma' scenarios to help pupils to ask questions about matters of right and wrong.
- 74 The curriculum gives good attention to pupils' personal and social issues and this helps pupils to respect each other's point of view and be tolerant of other faiths and beliefs. Teaching is good and takes full account of pupils' abilities with good opportunities for more able pupils to carry out research, sometimes using the Internet. There is good use made of displays around the school to help remind pupils of the artefacts associated with different faiths.

Geography and History

Provision in geography and history is good.

Main strengths and weaknesses

- A well-organised curriculum giving pupils access to a full range of geographical and historical experiences.
- Effective use of literacy, numeracy and ICT in both subjects.
- Pupils are enthusiastic about each subject.

Commentary

- 75 In both subjects the work scrutiny and discussions with pupils show that pupils are attaining at the level expected for their age with a number moving beyond this. This indicates good achievement when compared to the knowledge and understanding of pupils when they start Year 1.
- 76 Good use of literacy is evident in Year 2 accounts of the fire of London with pupils being encouraged to be very vivid as they describe 'the fire licking and spitting like a monstrous creature'. They have a good understanding of the issues facing people who lived through the fire and in another topic covered are able to talk with good knowledge about the life of Florence Nightingale. In geography the same Year 2 pupils are able to appreciate the physical and human features associated with different countries across the world.
- 77 The quality of the conversation with pupils in Years 3 to 6 show that they have learnt a great deal about the important episodes in Britain's past. They can see why different tribes and invaders would have found it advantageous to conquer the lands of their neighbours. Older pupils are able to empathise with children who were evacuated during the Second World War and explain why they would not have liked to be re-located. In geography, pupils are able to contrast the economical and physical features of their town and a seaside resort. Year 6 pupils have good knowledge about the power of rivers and the way they can shape the landscape.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and Design and Design and Technology

Provision in art and design is very good. Although no design and technology lessons were seen and very little work had been completed at this early stage of the term, work from last year shows that standards are good for this subject.

Main strengths and weaknesses (art and design)

- High standards have been maintained since the previous inspection.
- The teaching seen was either outstanding or very good.
- The subject leader has a very good understanding of the school's strengths.
- The excellent creative arts week has helped the subject's profile.

Commentary

- 78 Art has a high profile in the school. Pupils' attainment is better than expected for their age with good achievement evident because of the wide range of opportunities available for pupils to develop their art skills. The creative arts weeks help pupils to become excited about the subject and the high level of staff training in the preparation for the week increases staff skills. There is very effective use made of the work of famous artists to boost the skills and techniques of the pupils. This is evident in the very high quality of work on display throughout the school.
- 79 The teaching is of high quality with staff prioritising the development of pupils' observational skills in a thoughtful and effective way, by emphasising line rather than form - as a result pupils becoming very good at drawing. High personal skill level and enthusiasm of teachers is helping to raise the performance of pupils. Teachers effectively use art as a vehicle to enhance work in other subjects such as mathematics and science. There is also effective use made of ICT in the subject. In the lessons seen teachers were very effective in challenging pupils who persevered with tasks they originally thought was very difficult. Pupils take a sense of achievement and pride in their art work, which is professionally framed, displayed and sold to parents during an 'art gallery' week. Pupils' understanding is enhanced by visits to local art galleries and when artists visit the school. The subject leader is very effective in giving art such a high priority and there is a good understanding about the school's strengths and future development points.

Music

Provision in music is very good.

Main strengths and weaknesses

- The quality of singing is very good.
- The school has sustained the very high levels of provision for music and pupil achievement remains good.
- Subject leadership is very strong.
- School has a very positive reputation for the quality of its musical productions.

Commentary

- 80 The school has a strong tradition for music and has maintained high standards for several years. Pupils attain at levels that are beyond those expected for their age. They make good progress as they move through the school and achieve well. More able musicians have ample opportunity to learn to play a musical instrument and the vast majority do so. The

quality of singing, both as small groups and when in a large group such as assemblies, is very impressive. Pupils are confident performers in front of their peers and broader audiences and regularly do so during school productions and when invited to prestigious events within the town. The school has a successful orchestra and a range of choirs, one especially focusing on boys.

- 81 Pupils have very positive attitudes and boys in particular take up the opportunity to learn to play an instrument and enjoy singing. When provided with the opportunity to do so pupils work well in small or larger groups and there are very good levels of co-operation.
- 82 All teachers are confident enough to teach their own class music and this is supplemented by the teaching of specific instruments, which is led by peripatetic teachers. The subject leadership is exceptionally strong. The co-ordinators work as a team and have opportunities to meet and work together. They have a very clear understanding of standards in music across the school. There is a clear strategic plan and very clear well planned priorities for future improvement and development of music within and across the school in 2003/2004. Co-ordinators have undertaken a range of monitoring strategies and evaluated well the impact of the work. This results in them having a clear understanding of the strengths and weaknesses of music across the school.
- 83 For **physical education** it was not possible to see any lessons being taught. However, there is effective use of outside experts to promote good work in danced.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **excellent** and its impact crosses every aspect of school life.

Main strengths and weaknesses

- The school's involvement in the Investors in Pupils programme helps all pupils to be involved in making decisions.
- Pupils are provided with many opportunities to discuss important issues that effect them both personally and socially.
- The leadership for this area is very good.

Commentary

- 84 Although few lessons entitled personal, social and health education were seen it was very evident that this area was seen as a crucial part of pupils' development. In most lessons there was opportunity to reflect on personal aspects. Pupils had developed mission statements for each classroom. They also had a big say in what was happening in the school with the school council and other groups formed having an important say about the way pupils work and play together.
- 85 Although this area is taught as a discreet subject it is the impact of the subject as a whole that is very impressive. The quality of discussions that pupils have in each lesson, for example, is very good because of the work that has gone on during the time devoted to the subject. Subject leadership is very good and gives all staff clear guidance and provides them with support and opportunities to discuss their ideas through.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
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	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	1
The governance of the school	1
The leadership of the headteacher	1
The leadership of other key staff	1
The effectiveness of management	1

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

