

INSPECTION REPORT

SHARP LANE PRIMARY SCHOOL

Leeds

LEA area: Leeds

Unique reference number: 107984

Headteacher: Mrs M Lupton

Lead inspector: Clive Davies

Dates of inspection: February 2004

Inspection number: 257439

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:	435
School address:	Sharp Lane Leeds West Yorkshire
Postcode:	LS10 4QE
Telephone number:	0113 2141702
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs R Rogerson
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

Sharp Lane is a large primary school situated on the outskirts of Leeds. It serves a mixed community with the numbers of pupils entitled to school meals free of charge being about in line with the national average. There are no pupils whose home language is not English. However, the percentage of pupils on the special educational needs list is above average with the number of pupils with statements for special needs being about average. A significant number of pupils have emotional and behavioural difficulties. When the majority of children first start school their academic and personal skill levels are below those expected for their age. This especially the case for children's communication, language and literacy skills.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3639	Clive Davies	Lead inspector	English, information and communication technology
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29686	Stefan Lord	Team inspector	Mathematics, art and design, design and technology, physical education, music
27677	Doreen Davenport	Team inspector	Science, geography, history, religious education, foundation stage of learning, special educational needs.

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PART A: SUMMARY OF THE REPORT

This is a rapidly improving school with the capacity to improve still further. The strengths clearly outweigh the weaknesses. Pupils achieve well and standards are rising although they remain stubbornly below national averages for 7-year-olds in reading and writing. There is a prominent amount of very good teaching which is as a response to the clear guidance and direction provided by the headteacher and deputy headteacher. The school provides good value for money.

The school's main strengths and weaknesses are:

- The school is well led and the headteacher and deputy headteacher are determined to improve standards and to help pupils achieve well.
- Pupils in Years 3 to 6 achieve well and this is reflected in improved National Curriculum test results for Year 6 pupils, especially in mathematics.
- The teaching in Years 3 to 6 is good with teachers giving a high priority to using different methods to help pupils learn more effectively.
- Pupils' oral and descriptive vocabulary is narrow and this holds back their ability to attain higher standards in writing.
- There is a perception amongst a significant minority of parents that the staff are not accessible to them.
- In a number of lessons there is a lack of challenge for more able pupils.
- The school, through the creation of the Pupil Development Centre (PDC), helps pupils with emotional and behavioural difficulties to achieve well.

The school was last inspected in June 1998 and there have been many changes since that time. Overall, progress has been good with the main issues identified at the time of the previous inspection being dealt with appropriately. New national initiatives have been introduced effectively and the recent changes have put greater emphasis on improving standards.

STANDARDS ACHIEVED

Standards are improving with pupils in Years 3 to 6 achieving well and benefiting from the sound start they get earlier in the school. In addition, pupils with emotional and behavioural difficulties, achieve well. The National Curriculum test results show that the school's performance has been below the national average for both 7 and 11-year-olds in recent years. However, as seen from the table below, there has been a marked improvement in the test results of Year 6 pupils in 2003 and the present Year 6 cohort is sustaining this.

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

*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.*

The communication skills of many pupils when they start school are below the level expected for their age. As a result fewer children than is expected nationally are attaining the early learning goals by the end of the reception year in each of the six areas of learning. Pupils make satisfactory progress up to the end of Year 2 with the use of a narrow vocabulary being mainly responsible for holding back their standards in reading and writing. In mathematics, the progress is better. Overall, by the end of Year 2 pupils attain standards in reading and writing that are below the national expectations but the recent improvements in mathematics results in the present Year 2 pupils' standards being in line with national expectations. The progress is good in Years 3 to 6, especially in

English and mathematics because pupils benefit from the sound foundation given to them early on in the school. Good achievement by different groups of pupils helps their attainment in mathematics be above the national averages and their attainment in English to be in line with national averages. This is not always translated into other subjects with limited use of pupils' skills in literacy and numeracy impacting on standards across other curricular areas. Pupils' skill levels in information and communication technology (ICT) are satisfactory but they are not making full use of these skills in other subjects on a day-to-day basis.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. The vast majority of pupils' attitudes and behaviour are good. However, a significant number of pupils in each class are challenging and can be difficult to handle. The school has a very effective 'Pupil Development Centre', which they use to support pupils who have emotional difficulties. The learning mentors have played a significant role in helping these pupils. Attendance levels are lower than they should be because too many parents take their children away on holiday during term time.

QUALITY OF EDUCATION

The quality of education provided is good. It is stronger in literacy and numeracy than in other subjects with more needing to be done to help pupils use their skills in literacy, numeracy and ICT across all subjects. However, the school is developing a cross curricular system which is beginning to make an impact on standards being attained in other subjects. **The quality of teaching is good overall with considerable number of strengths in Years 3 to 6.** Teachers use effective methods to help pupils to focus on their learning. A full range of ideas used in each classroom is helping individuals to improve their concentration and to be clear about what they need to do next to improve their work. Learning support assistants make a very effective impact on the pupils' learning, enabling pupils of different abilities to be supported well. However, there are still occasions when the challenge for more able pupils could be more effective. The high-class support provided by learning mentors is helping pupils with emotional difficulties to learn more appropriately. Much has been done to provide pupils with a very safe and secure environment to learn.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The relatively new headteacher and deputy headteacher provide very good leadership and have worked hard to bring about a clear direction for all staff, which is aimed at improving pupils' achievement. Although in its infancy, the systems used to focus attention on achievement are working effectively. The new design for middle managers is helping all staff feel very involved in school improvement. The governors play their part in helping the school to focus on standards through their effective links with staff.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

There is a perception amongst a significant minority of parents that it is not easy to gain access to the school. Security matters at the school have not helped and it is recognised that this is an issue that needs further attention. Pupils are happy at school and are quick to welcome visitors. They are taking on a growing number of responsibilities and through the school council and other initiatives play a significant role in helping to look at ways of making the school even more enjoyable.

IMPROVEMENTS NEEDED

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

- Continue to work at improving pupils' oral and written descriptive language;
- Give further consideration to how parents can feel at ease with approaching the staff;
- Ensure that the challenge for more able pupils is more consistent throughout the school;
- Help pupils to make better use of their literacy, numeracy and ICT skills across the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are improving with pupils in Years 3 to 6, as well as those with emotional and behavioural difficulties, achieving well.

Main strengths and weaknesses

- Standards are improving because pupils are achieving well.
- Pupils make particularly good progress between Years 3 and 6.
- A significant number of pupils do not use a full and varied descriptive vocabulary and this is holding back standards in writing.
- Pupils' mental and oral number work is good and helping pupils to be confident in explaining strategies to each other.
- Effective work by learning mentors help pupils who have emotional problems achieve well.
- There is insufficient use of pupils' literacy, numeracy and ICT skills across the curriculum.

Commentary

- 1 The school's National Curriculum test results for both Year 2 and Year 6 pupils have been low for several years. However, there is good improvement happening, as is seen from the results for Year 6 pupils in 2003. These results are better than they have been for any of the previous four years. The present Year 2 and Year 6 respectively are maintaining the improved standards attained by the 2003 cohorts. The overall improvement in test results is not as prominent in Year 2 but there is none-the-less evidence of pupils being provided with a good foundation in the early part of the school, enabling more rapid improvement to happen later on. The main reason why this improvement is taking place is because different groups of pupils are achieving well. The progress between the end of Year 2 and the end of Year 6 is significant and is particularly good in mathematics. There is also good progress being made by different groups of pupils, including those with special educational needs and those with behavioural and emotional difficulties.

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

Standards in:	School results	National results
reading	14.7 (15.1)	15.7 (15.8)
writing	14.0 (14.3)	14.6 (14.4)
mathematics	14.8 (15.2)	16.3 (16.5)

There were 49 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	26.6 (25.1)	26.8 (27.0)
mathematics	27.6 (25.3)	26.8 (26.7)
science	27.9 (26.0)	28.3 (28.6)

There were 56 pupils in the year group. Figures in brackets are for the previous year

- 2 There is good progress happening between Year 3 and Year 6 with pupils of all abilities and backgrounds achieving well. The table above shows that in mathematics Year 6 test results in 2003 were above the national average and that the results for English and science were close to the national averages. The sound progress that is happening early on in the school is benefiting the teaching that is happening in Years 3 to 6. Many children start school with weak communication skills, especially in respect of speaking with fluency and confidence. However, many by the end of Year 2 are reading with expression and showing enjoyment in writing. As they move through Years 3 to 6 there is good progress made in their ability to read books from a full range of authors and to write neatly showing satisfactory standards of spelling, punctuation and presentation. In mathematics, the good progress between Year 3 and 6 is even more prominent with pupils making use of their mental and oral number skills to explain different strategies to others in their class. The teaching is more challenging in Years 3 to 6 although there is challenging teaching also happening in Year 1. As a result of the challenge older, more able pupils are achieving well. The support provided by a range of support staff is also helping to raise the achievement of lower attaining pupils, resulting in many of them attaining the level expected for their age in the National Curriculum tests for Year 6 pupils.
- 3 Many pupils do not possess a wide spoken vocabulary. On many occasions they are confident of knowing answers to questions posed but find it difficult to express themselves fluently. Most teachers use a range of strategies to help them with their oracy but the limited descriptive vocabulary of many pupils is inhibiting their ability to express themselves with confidence. As a result many pupils lack the confidence to write imaginatively or creatively. In the nursery and reception classes children find it difficult to move away from short one-word or short phrase answers when asked a simple question. Older pupils in the school tend to use 'safe' descriptive terms unless really challenged to think of alternatives. There is also an issue about the use of Standard English with many pupils mixing up familiar words like, 'have' and 'of' and 'are' and 'our'. Tenses also give pupils problems with frequent examples of past and present tenses used incorrectly both in their everyday spoken language and in their written responses. The school has started to focus on this issue and there are a number of initiatives either introduced or about to be introduced to try and support pupils' use of language.
- 4 Pupils are very confident in dealing with mental and oral mathematics. The fast pace of the initial part of the numeracy sessions has contributed to this. This has significantly helped standards to improve, especially when compared to the previous inspection. Pupils are encouraged to explain their strategies, with teachers frequently asking individuals to explain the way they mentally calculated the answers. Consequently, other pupils pick up new strategies and learn to use them. A variety of effective strategies and resources are used to teach mental arithmetic and this is helping pupils to achieve well.
- 5 The learning mentors' work is very sensitive, dealing with vulnerable pupils who sometimes find it difficult to make the transition between issues that exist at home and school. The way the Pupil Development Centre has been set up gives good indication to the way the sensitivities are being dealt with. A curtailed, veil exists for pupils to enter when they feel they need to say something but are a little uneasy about being in the open. The way pupils are dealt with is very good. They have every opportunity of saying what they want without any value judgement being made. As a result of the continuity that these pupils are provided with during these sessions they are in a better frame of mind to work in their classrooms. Pupils who previously found it difficult to settle to classroom routines are now doing so, resulting in the standard of their work being much better.
- 6 Despite the good attention to developing pupils' basic skills in literacy, numeracy and ICT there is not enough use being made of these skills across the curriculum. Presentation skills, for example, in several subjects are unsatisfactory. The school is ready to introduce a modified approach to the foundation subjects, which will see more cross-curricular work happening. There is good awareness of the limited use of pupils' basic skills in subjects like

science, history, geography and religious education and it is something that the middle management team known as the 'foundation skills team' is looking at. However, at present the lack of pupils' use of literacy, numeracy and ICT across the curriculum is resulting in pupils' underachieving in important subjects, such as history.

Pupils' attitudes, values and other personal qualities

The vast majority of pupils' attitudes and behaviour are good. Pupils enjoy very good relationships. The school is helping to develop the confidence and self-esteem of the pupils. Teachers have high expectations for behaviour and encourage pupils to learn. The school does much to encourage pupils' spiritual, moral, social and cultural development. The attendance is well below the national average and is poor and punctuality is unsatisfactory.

Strengths and weaknesses:

- Pupils' attitudes and behaviour are good.
- The spiritual, moral, social and cultural development of the pupils is good.
- The support provided through the Pupil Development Centre helps vulnerable pupils build confidence and self-esteem.
- The relationships between adults and pupils throughout the school are good.
- Attendance is poor and punctuality is unsatisfactory.

Commentary

- 7 Pupils enjoy school and have good attitudes to learning and show a willingness to take part in the life of the school. The system of having a head boy and girl, school council and house captains give pupils the opportunity to have their voices heard and to take responsibility. The pupils apply for the positions and are then selected for the roles. A selection process built on pupils electing their own representatives would further give them a sense of responsibility.
- 8 The school promotes the social and moral development of pupils through activities, such as circle time. Vulnerable pupils have support through the 'Pupil Development Centre' to develop their confidence and self-esteem. Pupils enjoy a very good relationship with the staff and there is strong feeling that pupils are cared for. Pupils report that the learning mentor always has time for them. The teachers set high standards of behaviour and the behaviour is generally good although there are a significant number of pupils who are challenging and can be difficult to handle.
- 9 Pupils are taught to respect the feeling of others with frequent discussions about sharing and feelings being prominent. They learn about the significance of artefacts, beliefs and customs within the Christian, Muslim and Jewish religions. This gives pupils opportunities to explore their own feeling whilst thinking about others. Effective work has been done in promoting anti-racism with the pupils going to Leeds United Football Club, where they talk about the issues. As a result pupils have a good understanding about the issues and can discuss apartheid and other racist regimes. They have studied religions and celebrated festivals including the Chinese New Year and Diwali.
- 10 Pupils have visits and visitors to school to help broaden their experience. The residential visits is reported by pupils to help them become more independent and to work together. Pupils from the Pupil Development Centre attended a residential to reinforce social skills and to aid team building. The pupils had also experienced visits to the Victorian museum and to Clark house were they had the pleasure of dressing in Tudor costumes.
- 11 The attendance is well below the national average and is poor. There are a significant percentage of parents who take their children on holiday during term time. The holiday absence in the last reporting year amounted to one third of the total absence. The punctuality

of pupils is unsatisfactory with a significant number of pupils arriving late. The school has procedures in place to encourage attendance and punctuality. The school has weekly awards for attendance and works closely with the Education Welfare Officer.

Attendance in the latest complete reporting year (93.1%)

Authorised absence		Unauthorised absence	
School data	6.5	School data	0.4
National data	5.4	National data	0.4

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

12 The school had a number of exclusions during the last reporting year and during the last term. The exclusion involved four pupils some of whom have since moved on to the secondary school. The school has used the exclusions to modify the behaviour of pupils for bullying or being disruptive.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	396	6	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	3	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good. It is stronger in literacy and numeracy than in other subjects, with more needing to be done to help pupils use their skills in literacy, numeracy and ICT across all subjects.

Teaching and learning

The quality of teaching is good overall with considerable number of strengths in Years 3 to 6. This is helping pupils to learn effectively and to raise their achievement.

Main strengths and weaknesses

- There is a prominent amount of very good teaching.
- Teachers successfully use a full range of strategies to help pupils learn more effectively.
- The teaching of literacy, numeracy and information and communication technology tends to be stronger than other subjects.
- The impact of the support provided by learning support assistants is effective in ensuring that pupils of different abilities are appropriately challenged.
- Occasionally, there is a lack of challenge for more able pupils in the foundation stage of learning and in Year 2.

- Pupils are provided with targets to help them know what they need to next in order to improve. However, marking of work is inconsistent throughout the school.

Commentary

- 13 The quality of teaching is good overall, being particularly strong in Years 3 to 6. In almost a quarter of the lessons the teaching is either very good or excellent. Most of the very good teaching was seen in Years 3 to 6 but was also present in Year 1. Most of the best of the teaching occurred during English and mathematics lessons. In a Year 1 literacy lesson, for example, there is good attention to the needs of pupils of different ability. There was particularly good attention to extending pupils' vocabulary. This was also a focus in the Year 6 literacy lesson with different pupils role-playing a different character from the story they were studying, while others asked questions. The strategy known as 'hot seating' maximises opportunities for pupils to extend their oral vocabulary. The use of a range of physical exercises at different times during the lesson to gain pupils' attention is a key feature of the very good lessons. Teachers are well aware of the potential impact that these interventions have on pupils' ability to be alert and be ready for learning. During the best mathematics lessons there is a very effective use of the mental and oral work at the beginning of the session to help challenge pupils. During one excellent lesson in Year 6 the teacher keeps up the level of challenge for all groups of pupils, irrespective of ability, throughout. All pupils in this lesson were fully aware of what was expected of them and they respond by working very hard. The use of targets works well because each pupil is highly motivated to achieve their targets.

Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	10 (20%)	19 (39%)	18 (37%)	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.

- 14 In each classroom there are many factors helping to focus attention on pupils learning effectively and efficiently. Although not all the procedures are present in each classroom as yet, many of the features do exist in each classroom. In every lesson there is good attention on sharing with the pupils what it is they are expected to do and achieve on a lesson-by-lesson basis. Lists, outlining pupils' rights and responsibilities, are displayed in all Year 3 to Year 6 classes. These outline that pupils have a right to feel safe and have the right to learn. They also set out what each pupil's responsibility is in ensuring that others in their classroom also are provided with opportunities to learn. There are golden rules agreed by the whole class as well as a displayed 'thought of the week' in each classroom. In addition, there are charts outlining rewards and sanctions as well as 'buddy rules' helping pupils to recognise their part in creating the appropriate atmosphere for learning. Targets to help pupils with their reading, writing and number work are also prominent in most classes and pupils make frequent reference to these as part of their daily routines. Water is available to almost all pupils and music is often used to help create an appropriate atmosphere for learning. The combination of these procedures helps to create a very powerful message about learning and almost all pupils respond well to the support provided. As a result pupils are clear about what their part is in helping them to achieve to their potential.
- 15 The teaching of the basic skills is very effective making the quality of teaching and learning for English, mathematics and information and communication technology (ICT) good overall. The school has successfully implemented the National Strategies for literacy and numeracy and

this has helped to raise staff confidence in teaching English and mathematics. There is good attention to focusing on the basic skills of reading with most pupils being fluent and expressive readers from early on. However, there is still some work to be done to help pupils to read for the purpose of research. Staff have prioritised improving pupils' oracy and there is a developing good practice in this area, resulting in pupils' writing improving. In numeracy, the fast pace of the oral and mental work at the beginnings of lessons is helping to raise pupils' confidence in dealing with number, including getting pupils to talk about their strategies at arriving at their answers. However, there is still some way to go before enough attention is given by all staff to help pupils deal with 'real-life' problems in mathematics. In ICT there is good attention to improving pupils' skill level although the use and application of ICT across the curriculum is not yet secure. There is much work to be done to help raise the quality of pupils' learning in other subjects. Not enough use is made of pupils' basic skills to help improve the quality of work in these other areas. Staff feel less confident in teaching these subjects although it is also a case of not enough time being dedicated to some of the subjects.

- 16 The quality of the support provided by adults who work with teachers throughout the school is good and often very good. The support staff undertake a range of work from working with individual pupils to working alongside the teacher in the classroom. The learning mentors are having a significant impact on the self-esteem of pupils with emotional difficulties and therefore helping them to settle into classroom routines more appropriately. The work, which takes place in the Pupil Development Centre, makes an important contribution to the whole school's approach to raise the achievement of these pupils. Pupils with learning difficulties often work with individual support staff and are helped to improve their skill level. The quality of the support is doing a great deal to raise the achievement of lower and average ability pupils.
- 17 In most classes there is good attention to the needs of all pupils of different abilities and backgrounds. However, there are occasions when the level of challenge for more able pupils is not demanding enough. This was prominent in Year 2 and in the reception class. In Year 2 there were missed opportunities to further challenge a group of pupils during a lesson on recording weight of objects in Kg and grams. In the same class there was too much repetition of work already covered during a science lesson. This resulted in more able pupils underachieving. In the reception classes there were too many occasions when the adult intervention failed to move on the learning or the challenge for children who were ready for additional activities.
- 18 One of the most consistent aids to pupils' learning is the use of targets for literacy and numeracy. The targets are written in an accessible way ensuring that all pupils are clear about what is expected of them. In this way pupils are able to explain what it is they have to do in order to improve their work. Throughout the school pupils are confident that they know their targets and have worked out how they are going to meet them. In some classes they act as a great motivator and pupils take pride in achieving them. This target setting system is a positive aid to assessment because pupils are aware of what they need to do next in order to improve. In contrast to this the quality of marking is inconsistent across the school, especially in foundation subjects. In many cases the marking is not helping to focus pupils' attention on how to improve their present work and often the lack of feedback to the pupils results in standards of presentation falling below what is acceptable. This is an issue that needs to be looked at because it results in the overall assessment only being satisfactory when there is good practice within the assessment arrangements as a whole.

The curriculum

The school provides a satisfactory range of learning opportunities through a balanced and broad curriculum that caters for the needs of all pupils. Accommodation and resources are good.

Main Strengths and weaknesses

- There is insufficient time for history, geography, art and music to be studied in depth.
- The curriculum is enriched in a variety of ways.
- The carefully planned provision for personal, social, health and citizenship is good.
- There is very good provision for pupils with learning difficulties.
- The spacious accommodation and effective use of support staff impact positively on learning.
- The use of ICT and literacy across the curriculum is underdeveloped.

Commentary

- 19 The curriculum meets statutory requirements, including those for provision for religious education and collective worship. The school has rightly identified a need to further improve the provision in history, geography, art and music to make the curriculum more consistent, challenging and inspiring. To bring this about, the school has recently implemented an innovative topic based curriculum. For example, using the theme of 'Space' enabled Year 5 teachers to plan good links between subjects and provide an interesting range of activities, which captured pupils' interest and imagination and contributed considerably to the quality of pupils' learning and level of achievement. In their planning, most teachers recognise the different levels of attainment within their classes including those with special educational needs, however the expectation of higher attaining pupils is not consistent across all subjects and this impacts on their achievement.
- 20 The school provides good opportunities for enrichment through focus weeks and extra-curricular provision. For example, in 'One World Week' the pupils experienced a range of activities and visitors into school, which incorporated dance, music and art and learning about other faiths, which effectively developed pupils' multicultural awareness of the community and world in which they live. There is a range of lunchtime and after school clubs, which make a significant contribution to pupils' experience and learning in music, dance and drama for example, and to the development of their spiritual, moral, social, cultural and personal skills. To improve their achievement in English, mathematics and ICT a group of Year 6 pupils attend study support sessions at Leeds United football ground. There is a good programme of residential visits for pupils in Year 5 and Year 6, which contribute to the development of their social and personal skills.
- 21 The curriculum includes good provision for pupils personal, social, health and citizenship education, including sex education and drug education through specific lessons, 'circle time' and in other areas of the curriculum. The school places a strong emphasis on this aspect of the pupils' education and they have a good understanding of the effects of their own life style and that of other people. There are strong links to spiritual, moral, social and cultural development.
- 22 The school ensures that all pupils have equal access to learning opportunities. Provision for the significant number of pupils with special educational needs is very good. Well-planned activities, good teaching and tracking procedures ensure that these pupils make good progress. Targets are appropriately linked to individual education plans. Communication between teachers and support staff is very good ensuring consistent high quality instruction. The school is particularly pro-active in its work to support pupils with emotional and behavioural difficulties through a heavy investment in high quality teaching assistants and learning mentors. Along with other very good strategies, they make effective use of the Pupil Development Centre to calm pupils' emotions and develop pupils' self esteem.
- 23 There are currently sufficient teachers to meet the needs of the pupils. They all have at least satisfactory, and at times very good, knowledge and understanding of the subjects being taught. Teaching assistants are deployed well and work effectively with teachers. They support group work and whole class activities. The good accommodation is used effectively

to aid pupils' learning. The ICT suite has ensured that pupils' ICT skills have improved but the school recognizes that there is still some way to go in pupils using ICT and literacy skills across the curriculum.

Care, guidance and support

Provision for the care, guidance and support of all pupils is **very good**.

Main Strengths and Weaknesses

- Procedures for ensuring the welfare, health and safety of all pupils, including child protection, are very good.
- Relationships between pupils and adults are very good.
- The school uses its Pupil Development Centre very well to support pupils with social, emotional and behavioural difficulties.
- All pupils receive good levels of advice, support and guidance based on good monitoring of their academic and personal development.
- Induction arrangements are good.
- Pupils are effectively involved in the life of the school.

Commentary

- 24 The school provides a very safe and secure learning environment in which all pupils are very well cared for. It has very effective policies and systems to check on the health, safety, and well being of all and strong staff and governor involvement in this area of the school's work ensures that all statutory requirements are very well met. Child protection procedures are very good; all staff are fully trained and very well briefed on their roles and responsibilities. Relationships between adults and pupils are very good. Pupils are happy to consult teachers and other adults and are confident that they are listened to and helped to overcome any difficulties. A particular strength of the school is the Pupil Development Centre. Here, the learning mentor works very effectively, offering very good support and counselling to pupils who have social, emotional or behavioural difficulties, enabling them to achieve well. Staff work closely with parents and outside agencies where appropriate to ensure that the needs of these pupils are well met.
- 25 Procedures for monitoring pupils' progress both academically and in their personal and social education are good. Assessment and target setting procedures ensure that teachers offer pupils well informed advice and guidance and that work is well matched to the needs of all pupils in most lessons. However, inconsistencies in marking work against these principles. Pupils with special educational needs are well supported through good individual education plans that are relevant to their needs and are regularly reviewed. 'Brain gym' exercises are used very effectively throughout the school to develop in pupils positive attitudes to their work, to improve their concentration and to promote good self-esteem.
- 26 Good induction procedures and information for parents ensure that pupils new to the school settle quickly into school routines. The staggered entry for children in the Foundation Stage gives them maximum attention during the first few weeks in school, while the learning mentor provides good support for pupils entering the school at later stages in their education.
- 27 The school regularly seeks pupils' opinions and ideas through questionnaires and involves them well in its work and development. Circle time activities give every pupil the opportunity to discuss issues relevant to them with their class teachers. Regular meetings with the head boy and head girl and the recently established school council give pupils the opportunity to raise issues, such as improving playground facilities, in a more formal way.

Partnership with parents, other schools and the community

The partnership with parents is satisfactory. A few parents have a perception that the school is not accessible to them although they are generally satisfied with the progress of their children. The links with other school and the community are satisfactory.

Strengths and weaknesses:

- Many parents are positive about the recent changes that have occurred in school.
- There is a perception amongst a significant number of parents that the school is not accessible.
- A significant minority of parents take children on holiday during term time.
- There are good links with library with the school providing an art display as part of the partnership.

Commentary

- 28 The parents feel positive about the recent changes to the school, however there are a significant minority of parents who have a perception that the staff are not accessible to them. The security at the school and the physical layout of the entrances and exits makes access even more difficult. A number of parents feel that the pupils should be allowed into school earlier especially during wet weather. The school has recognised this and is looking to change the main entrance to give better access and to modify the way pupils are allowed into school. The perception held by a significant number of parents is something the school needs to deal with. At present, it does not come across to all parents as a school that is welcoming full partnership.
- 29 The school does offer parents the opportunities to talk to teachers at the two consultation evenings each year. An annual report about pupils' progress, which includes targets offers those parents who wish to talk to teachers the opportunity to talk about individual's progress. Unfortunately, not all parents take advantage of the system because many say they are not aware that the opportunity exists. Parents are invited into school for coffee mornings and a number do help in school. Parents who work would welcome opportunities at other times to meet with staff. Parents have attended courses run in school 'Keeping up with Children', mathematics workshop and a parenting course for reception children's parents. Parents have indicated more information on how to help their child would be welcomed. Parents do drop in and approach the staff in the Pupil Development Centre and the staff there feels this is helping to break down barriers.
- 30 The attendance at consultation evenings is generally good with the majority of parents attending. The school provides a satisfactory prospectus and annual report to parents although no parents attended the annual governors' meeting. There is an attractively written termly newsletter to keep parents informed about the school, which gives them details about the children's achievement in school. The homework is provided on a regular basis and pupils report that their parents work with them if they get stuck.
- 31 The school works with the community and good links exist with the local library were an art display has been provided. The local Evangelist and Christian Churches come into school to take assemblies and the children visit the churches. The school has linked with a Beacon School on Leadership and Management and the headteacher has taken a lead role in Schools with Challenging Circumstances, funding from this is being used to help develop the leadership team in the school. The transition process for pupils moving onto the secondary schools follows the Local Education Authority model. The school has three main schools although it can feed up to thirteen schools. The pupils have taster days in the secondary schools and teachers from the secondary schools come into the school to teach pupils, last year French and music were taught.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher and deputy headteacher provide very good leadership and have worked hard to bring about a clear direction for all staff, which is aimed at improving pupils' achievement.

Main strengths and weaknesses

- The headteacher provides strong leadership and has provided the school with clear educational direction, which is helping pupils to achieve well.
- An innovative style of middle management is helping all staff to feel involved in future decision-making.
- There are very good procedures in place to help the school evaluate its effectiveness.
- The leadership takes very effective action to help deal with school improvement.
- The school has good procedures in place to check that its spending is effective.
- The governors provide good levels of support and work well in partnership with the school's leadership.
- The office manager plays a significant role in helping the school's day-to-day administration be effective.

Commentary

- 32 Since the new headteacher and deputy headteacher have arrived at the school there has been a clearer focus on raising pupils' achievement. This has worked well, as is noted by the improved National Curriculum test results at both Year 2 and Year 6. There has been very good attention to improving the achievement of pupils with emotional difficulties with the work of the learning mentor and the creation of the Pupil Development Centre playing a crucial role. In addition, there has been very good attention to creating a teaching style that maximises pupils' learning opportunities. Very good attention to the use of a successful range of behaviour strategies has also had its impact. The clarity of the direction provided by the senior leaders has undoubtedly resulted in key teachers working effectively in raising the standards in literacy and numeracy. There is still work to be done in ensuring that a more consistent level of challenge is provided for more able pupils and that the impact of the improvement in pupils' literacy and numeracy skills is improving work in other subjects.
- 33 The headteacher and deputy headteacher have introduced an innovative middle management structure that enables all staff to have a clear role in school improvement. The system is still in its infancy but there are very promising developments beginning to emerge. The structure allows staff to work to their strengths and to feel part of a supportive team. It also helps all staff to work to a common goal because there are only four teams in existence, enabling communication about school priorities and school improvement to be that much easier. The creation of an inclusion team, as one of the four groups, ensures that the needs of all pupils are being prioritised. Indeed, this team helped to identify the inconsistency in the challenge provided for more able pupils. Each of the other three teams: core skills; foundation skills; and early years; is very clear about its role. The four team-leaders form part of the leadership and management team. In this way all staff, through their involvement in team meetings, feel closer to whole school decision-making process.
- 34 The school's leadership is confident of its ability to evaluate its performance. There is very effective checking of the attainment of pupils and therefore implications about the achievement of individuals are well founded. The headteacher and deputy headteacher are central to the process of monitoring standards and they use available data, scrutiny of work as well as discussions with pupils to help build up hypotheses that are then tested against what is happening in classrooms. The monitoring of teaching and learning is very good with appropriate attention given to the impact that the teaching is having on the pupils' learning.

The introduction of procedures aimed at improving pupils' ability to learn more effectively and efficiently came as a direct result of what was learnt from the monitoring of the teaching and learning. The school also takes advantage of the advice of the Local Education Authority in helping to check its initial views of teaching and learning. The school's involvement with the Authority's self-evaluation procedures has helped to focus attention on what the school does well and what needs to be improved.

- 35 As a result of the thoroughness of the school's self-evaluation procedures it is in a good position to deal with school improvement. The headteacher and senior leadership and management team have a realistic view of what still needs to be done in order to continue to improve the school's performance. There has already been a clear focus on raising pupils' achievement. In order to do this it has been recognised that improvement was needed in several areas, for example: pupils' oracy skills, pupils' ability to read for the purpose of researching; and, more consistent challenge for more able pupils. The school's ability to be effective in evaluating its strengths and weaknesses has enabled it to move quickly to put in place appropriate plans for taking action to improve. As well as taking action to deal with recognised weaknesses much has been done to take action on bringing about a more consistent approach to teaching and to managing pupils' behaviour.
- 36 The school has been very careful to check on the impact that its spending is having on improving pupils' achievement and on the overall provision for all pupils. Careful analysis has take place, for example, to check on the impact that support staff are having on the achievement of different groups of pupils, especially those with learning difficulties. In addition, the costs associated with the creation of the Pupil Development Centre have been carefully monitored against the overall impact on the ability of pupils with emotional difficulties to settle into school routines. The governors are very involved in this process with the finance committee helping the school's leadership and management team to set out procedures that enables the school to check on best value for their spending decisions. The table below reflects a rather high balance that is being carried forward into next year but much of this money has already been earmarked for specific projects.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	792,220	Balance from previous year	66,720
Total expenditure	784,974	Balance carried forward to the next	73,966
Expenditure per pupil	1,788		

- 37 The governors work in an effective way. They know the school well and have regular up-dates on the main issues facing the school. They have access to information from a range of sources and meet regularly for specific briefings on school performance and future plans. With a large percentage of the governors being either parents or staff it ensures that there is keen interest in the school's overall performance. There are appropriate procedures in place to find out about school performance with different members of the Governing Body being directly associated with each of the four middle management teams. The Chair of Governors is very active in ensuring that the body works effectively and efficiently with an appropriate number of committees being in place to help deal with the heavy work load.
- 38 The school has a very effective administration set up. The school administrator is particularly efficient and enables the headteacher to concentrate on school improvement matters because day-to-day administration issues are effectively dealt with. There is a good working relationship between the headteacher and the secretary with information being carefully scrutinised so as to recognise its importance and it is therefore prioritised accordingly.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in all six areas of learning is **satisfactory** except in personal, social and emotional development where it is **good**.

Main Strengths and Weaknesses

- There are good induction procedures and information to parents.
- Staff work well together, forming good relationships with the children.
- Teaching assistants and nursery nurses contribute very positively to the children's learning.
- Assessment information is not always used well enough in planning to meet the needs of all children.

Commentary

39 The majority of children start in the nursery with levels of attainment that are below those expected for their age, and sometimes well below in communication, language, literacy and mathematical development. Although children's achievement is satisfactory, by the end of the reception year fewer children are attaining the early learning goals in the six areas of learning than is expected nationally. Good induction procedures and information for parents ensure that children settle quickly into school routines. Staff work well together, form good relationships with the children and create a caring and secure learning environment. Teaching is satisfactory overall and the nursery nurses and teaching assistants contribute very positively to children's learning. Curricular planning is satisfactory, as are the regular assessments made of the children's work and progress. However, information gathered is not always used well enough in planning to meet the needs of all pupils. The checking of free choice activities is not rigorous enough to ensure that children's learning is continuous across all six areas of learning.

Personal, Social and Emotional Development

Provision in this area of learning is **good** and most children achieve well.

Main Strengths and Weaknesses

- Children generally show good attitudes to their work and behave well.
- Relationships with adults are good.
- Children are beginning to work and play amicably together and take on small responsibilities.

Commentary

40 The provision for children's personal, social and emotional development permeates all areas of learning and children generally show good attitudes to their work and behave well. Children have settled well into school routines. They sit quietly, listen appropriately and follow instructions carefully when asked to do so. Although some children like to be on their own, the majority are beginning to work and play amicably together, taking turns and sharing resources. However, this is not always the case when groups work independently of adults and here opportunities are missed to moderate children's play. Children take on small responsibilities as they act as monitors, help with classroom duties and tidy up after activities. Relationships are good, staff are sensitive to children's individual needs and use praise well to boost their confidence. This impacts positively on children's personal development.

Communication, Language and Literacy

Provision in this area of learning is **satisfactory**.

Main Strengths and Weaknesses

- Children have poor communication skills.
- Staff provide a varied range of practical activities to promote language skills in all areas of learning.

Commentary

41 Many children have poor communication skills when they start in the nursery. Their vocabulary is limited and some lack confidence in speaking even to familiar adults. Appropriate emphasis is placed on developing speaking and listening skills and children become more confident as they move through the reception classes. However, there are missed opportunities both in teacher led and free choice activities to develop the children's spoken language and their descriptive vocabulary. There is a varied range of practical activities in both nursery and reception classes to develop children's reading and writing skills. Children know that words and pictures carry meaning and most listen to stories with interest, showing a satisfactory understanding of the main points. Reception children recognise and write their own names and have a satisfactory knowledge of some letter sounds, which they recognise at the beginning and within words. The more able children are beginning to use these in their own writing, but the majority of children find it difficult to write independently.

Mathematical Development

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- There is a varied range of well-resourced practical activities to promote mathematical skills.
- Work is not always matched well enough to the children's individual needs.

Commentary

42 Children start in the nursery with poor numerical skills, but a varied range of well-resourced practical activities, such as the sequencing of patterns and the sorting and counting objects contribute satisfactorily to the children's mathematical development. As a result the nursery children are beginning to order and count objects reliably to five and, with adult help, count beyond this as they check on the number of children present in the class. Reception children build satisfactorily on this knowledge as they use addition and subtraction rules to solve simple number problems mainly to 5. However, activities are not always planned well enough to meet the children's individual needs. For example, two more able reception children, capable of counting to 20 and beyond, were not sufficiently challenged, as they were required only to count objects to 10 during independent activities. Number rhymes are used well to consolidate learning and most children recognise and name common regular shapes such as circle, square and triangle.

Knowledge and Understanding of the World

Provision in this area of learning is **satisfactory**.

Main Strengths and Weaknesses

- A good range of activities is available to stimulate children's curiosity.
- Good resources, visits out of school and visitors to the school enhance and enrich this area of learning.

Commentary

43 A good range of activities is planned to help children find things out for themselves and to explore their environment. Good links are made between the different areas of learning, as, for example, the nursery children record their work about winter by keeping weather charts, sorting warm clothing and making observational paintings of trees. Reception children enjoy investigating how different toys move and record their findings accurately. However, the majority do not have the appropriate oracy skills to communicate these to the rest of the class. Visits to the local library and visitors talking about their everyday work further enhance and enrich children's learning experiences.

Physical Development

Provision for children's physical development is **satisfactory**.

Main Strengths and Weaknesses

- Very good outdoor facilities enhance opportunities for all children to develop their physical skills.
- A varied range of well-organised activities helps develop children's manipulative skills.

Commentary

44 A good improvement since the last inspection is the provision of the two very well resourced outdoor play areas, which are well used on a daily basis to allow all children freedom of movement. They provide appropriate opportunities for children to develop their physical skills in running, climbing and playing ball games, while the good range of wheeled toys and large play equipment help develop children's co-ordination skills satisfactorily. These areas are also effectively used as an outdoor classroom to further enhance the children's experiences across all areas of learning. All children develop their manipulative skills satisfactorily through the good opportunities presented to them to use, for example, scissors, pencils and paintbrushes, cut shapes from playdough, and use small construction equipment.

Creative Development

Provision for children's creative development is **satisfactory**.

Main Strengths and Weaknesses

- There is a varied range of practical activities often linked to other areas of learning.

Commentary

45 All children enjoy the good opportunities to draw, paint and make pictures and models from a variety of media and they make satisfactory progress. The children's creative work is often

related to other areas of learning as, for example, the nursery children respond well in dance to Turkish and African music, while reception children develop the story of 'The Three Bears' through role play and puppet making activities. Circle time and role-play activities provide opportunities for children to express their ideas and feelings. However, learning is not as effective as it could be because children's vocabulary is limited and staff miss opportunities to develop children's spoken language and descriptive vocabulary. During continuous provision there is not always enough structured adult intervention to develop imaginative play. Most children enjoy singing a range of simple rhymes and songs and exploring musical instruments.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is good.

Main strengths and weaknesses

- Standards are improving especially in Years 3 to 6 with the majority of pupils achieving well.
- Pupils' oral skills are inhibiting their ability to write descriptively and imaginatively.
- Pupils are helped to develop appropriate reading skills so that they are reading with fluency and expression.
- There is a significant amount of very good and good teaching evident.
- There is good use being made of the information the school's leadership collects about strengths and weaknesses in the teaching, learning and achievement of pupils.
- There is limited use of pupils' literacy skills across the curriculum.

Commentary

- 46 The National Curriculum test results for Year 6 pupils, shows very good improvement between 2002 and 2003. The present Year 6 pupils, who are on track to emulate their predecessors, are maintaining this. The good progress noted for older pupils is not as apparent in the test results of Year 2 pupils, but there is improvement none-the-less. Younger pupils are helped to become good readers with time taken to lay good foundations, which are built upon as pupils move through Years 3 to 6. The main reason why there is a positive picture is because the teaching is focusing on pupils' learning which in turn is raising the achievement of different groups of pupils. Pupils with emotional difficulties, for example, are helped to settle before working in whole class situations. Pupils with learning difficulties often find themselves in one-to-one situations with talented support staff. By and large the needs of the more able pupils are being identified and appropriate action taken to challenge them. When taking account of the communication skill levels of children when they start school, pupils make good progress by the time they leave at the end of Year 6.
- 47 Many pupils struggle when it comes to using Standard English. This is impacting on both their oral and written work. Many pupils make simple Standard English errors in their 'everyday' speech. They frequently mix up the tenses, 'was' and 'were', and 'is' and 'are'. Words like 'of' and 'have' are also mixed up. In their writing, even more able pupils struggle to move into imagined worlds. More able Year 2 pupils, for example, successfully link ideas together so that their writing follows a clear sequence. Pupils use a good range of adjectives but they tend to lack creativity. By Year 4, the descriptive vocabulary used has improved but they tend to opt for 'safe' adjectives. Their work generally lacks adventure, which is mainly due to their inability to use a wide and varied vocabulary. The more able Year 6 pupils begin to use more adventurous language, for example, the word, 'solemnly' is used by one boy. They successfully set up dilemmas and can write a well-sequenced story. However, too frequently the creative ideas are missing.
- 48 When taking account of the limited pre-reading skills possessed by many children when they first start school, there is good progress made in helping pupils to develop a range of appropriate reading skills. By Year 2 pupils can use phonics, comprehension, picture clues as well as draw on a widening word bank to help them read unknown words. However, it is in the area of reading with fluency and expression that the younger pupils' staff are successful. Pupils are able to put a great deal of expression into their reading and this is something that is apparent when they read aloud in class or when reading together in small groups. Many teachers successfully teach these skills through demonstration and this is an integral part of

the more successful literacy lessons in Years 1 and 2. However, not enough is done to help pupils read for the purpose of research.

- 49 In almost all Year groups there is very good or good teaching happening. Although this is not yet consistent throughout the school there is clearly an improving picture with teachers focusing very much on pupils' learning. The best of the teaching is seen in Years 1, 4, 5 and 6. Much of the good work is related to the way teachers help pupils to use their speaking and listening skills in different lessons. In Year 1, for example, games like 'full circle' are used to help pupils to communicate and be ready for the main lesson. There is also good modelling of 'good sitting' and 'good listening' so as to ensure pupils are paying attention and are keen to learn. In each classroom there are constant reminders to pupils about roles and responsibilities, about targets and all classrooms reflect a positive literacy environment. In Year 4 the management of pupils with the potential to be difficult is a key factor to enabling all pupils to achieve well. In Year 5 music is played as pupils enter the room and this is helping them to settle quickly and to be ready for learning. The teacher's continued insistence that pupils come up with only their 'best' ideas during a discussion on connecting sentences together raises their expectation. In both Year 6 classes the teaching is very good, mainly because of the way the teachers deal with a potentially difficult subject and get the best from their pupils. Innovative ideas like trying to get pupils to use the 'word of the week' in answering a question helps to raise the quality of discussion. Almost all pupils had found a way of using 'intriguing', which was the word of the week by the end of the lesson. There is little doubt that the quality of the teaching is making a huge contribution to pupils' learning in this subject and in turn is helping to raise pupils' achievement.
- 50 The headteacher and deputy headteacher have very good systems in place to help focus on aspects that need improving. This, and the new initiatives that come from the middle management's 'core skills team' is having a positive impact on the provision in literacy overall. There is good analysis of national test results, alongside other information from reading tests and teacher assessments. This is helping to work out whole school priorities and to help the senior team to consider appropriate actions that need to be taken to move things on further. The recognition that many pupils' oracy skills are preventing pupils to attain higher levels in writing arose from this analysis. In addition, the school's leadership and management team is well aware where the teaching is at its best and where some improvements are needed. This information is being communicated in a very positive way and enabling staff to feel supported and valued.

Language and literacy across the curriculum

- 51 There is only limited use being made of the improvements in pupils' literacy skills across other subjects. This is mostly because the improvements in pupils' literacy skills is still quite recent and will need to time to be embedded into the school's overall work before it can begin to have an impact on other subjects. There are sensible plans in place to help deal with this, with the introduction of a cross curricular approach to many of the foundation subjects likely to have an impact. A start has been made as is noted in geography when pupils write in different styles and record and compare climates of different regions. However, the presentation of pupils' written work in religious education, geography and history is unsatisfactory.

MATHEMATICS

Provision in mathematics is good

Main Strengths and weaknesses

- Attainment is above average in Year 6 and pupils achieve well.
- Teaching is good overall, with excellent teaching in Year 6, and pupils achieve well

- Good emphasis on different methods of calculation means that pupils can explain their strategies well and share them with each other.
- Resources are used well to develop mental arithmetic.
- Solving real life number problems is under developed.
- Marked work does not make clear about what pupils have to do to improve.
- The use of pupils' numeracy skills across the curriculum is limited.

Commentary

- 52 The 2003 national test results for Year 6 pupils were above average compared to all schools and better than those of similar schools. The 2003 national test results for Year 2 pupils were below those nationally and those of similar schools. The attainment of the present Year 2 is stronger than their predecessors, as school policies impact on pupils' achievements resulting in pupils' attainment by the end of Year 2 being in line with the national expectation. Standards have improved since the previous inspection. Pupils with learning difficulties achieve as well as others because work is well matched to their needs and they receive additional, very good quality support from adults.
- 53 The subject is a strength of the school's provision, much as it was at the time of the last inspection and there continues to be good curriculum leadership in the subject. The standard of teaching is good overall with better teaching in Years 3 to 6 with some excellent teaching in one Year 6 class. In the more successful lessons, the teachers adapt the National Numeracy Strategy well to cater for a wide range of abilities in each class. Pupils are encouraged to work hard, listen attentively, behave well and to show respect for others. As a result pupils achieve well. Notable strengths in teaching, in all classes, include teachers' clear explanations that enable pupils to systematically develop their knowledge and skills and skilful questioning techniques that enable teachers both to judge the extent of pupils' learning and to deepen pupils' understanding.
- 54 A strong emphasis is given to the systematic teaching and learning of different strategies to enable the pupils to calculate with growing accuracy. For example, Year 2 pupils successfully demonstrate different ways of adding 93p to 42p. Pupils are encouraged to explain their strategies, as seen in a very good Year 3 lesson where the teacher frequently asked individuals to explain the way they mentally calculated the answers to a variety of quick-fire subtraction questions. Consequently, other pupils picked up new strategies. A variety of strategies and resources are used to teach mental arithmetic. In one Year 6 lesson, excellent use was made of a counting stick when the teacher quickly and very effectively developed pupils' ability to count up in steps of 0.25 until they reached the end of the stick. She added further challenge by asking the pupils to calculate how much five and then 10 sticks would be worth. This makes learning interesting and the pupils enjoy this kind of challenge. However, there are insufficient problem solving activities for pupils to apply their developing numeracy skills, and the school has identified this as an area for development. Activities such as the one seen in a Year 4 lesson, where pupils worked out the cost of providing party menus for different numbers of children, put learning into context and successfully draw upon their numeracy skills.
- 55 Teachers use assessment well to check pupils' understanding. For example, many teachers use a thumbs up, thumbs level, thumbs down system for pupils to indicate how well they understand. This gives teachers useful information about each pupil. Teachers set targets for groups and individual pupils to improve and these are regularly reviewed in most classes. Work is regularly marked but rarely helps pupils know what to do to improve.

Mathematics across the curriculum

- 56 The application of mathematics into other areas of the curriculum is not consistent throughout the school but there are some good features such as the use of temperature

graphs in geography, which helps develop the pupils' understanding of data. The pupils in Year 3 developed their numeracy and computer skills and made close links between mathematics and ICT when they used an ICT program to produce a bar chart. However, linking pupils' numeracy skills with other subjects is not happening regularly across the school.

SCIENCE

Provision in science is **satisfactory**

Main Strengths and Weaknesses

- Pupils have good attitudes to their work and enjoy practical science activities.
- Pupils have difficulty in recording procedures and outcomes of investigations.
- Presentation of written work is unsatisfactory with too few opportunities for pupils to use their literacy and ICT skills.
- Assessment information is not always used well enough in teachers' planning to meet the needs of all pupils.

Commentary

- 57 Pupils currently in Year 6 are attaining standards below those expected for their age, although this is improving. Standards of Year 2 pupils match those expected. Throughout the school pupils' achievement is satisfactory but few pupils are working at the higher levels in the subject. Pupils with special educational needs achieve well because of the good support they receive.
- 58 Teaching and learning are satisfactory overall with evidence of some good teaching. All teachers use their sound knowledge of the subject to plan an appropriate range of practical activities, which the pupils enjoy. In the better lessons pupils respond well to the teachers' lively delivery, clear explanations and good modelling and to the good emphasis placed on the correct use of scientific language. However, the absence of an appropriate scheme of work results in some topics not being covered in sufficient depth. Assessment information is not always used well enough in teachers' planning to meet the needs of all pupils. For example, in Year 6 all pupils complete the same tasks and opportunities are missed to challenge and extend the thinking of more able pupils by, for example, looking for alternative solutions to problems. Throughout the school pupils develop appropriate skills for carrying out a fair test, but opportunities are missed to allow pupils to plan their own investigations and to research information to further improve their scientific knowledge.
- 59 Discussions with Year 6 pupils and work in their books show they do not understand the elements and purpose of an investigation, and this has led to some confusion in their understanding, for example, about air resistance. This impacts negatively on standards and on pupils' achievement and does not prepare these children sufficiently for the next stage of their education. Pupils in Year 1 showed real joy and excitement at the outcomes of their investigations on 'light and dark' but in other lessons investigations were directed too much by the teacher and time was not used well enough. Most pupils show good attitudes to their work and work well collaboratively, sharing resources and discussing ideas. This results in good rates of productivity in most lessons. However, follow up activities, including some use of inadequate worksheets, offer pupils little opportunity to present their work well or apply their literacy skills. Teachers' marking does not provide sufficient information to pupils about how well they have achieved or how they might improve their work. The subject leader, although very new to the role, is fully focused on the need to improve standards and continue to raise achievement.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are broadly in line with national expectations by the time pupils are in Year 6
- There is good teaching of the basic skills of ICT throughout the school.
- There is insufficient use of ICT across the curriculum.

Commentary

- 60 The vast majority of pupils have skill levels in ICT that broadly matches expectations for their age. By the time pupils are in Year 6 they are able to set up their own multi-media presentations. They have also been able to set up their own web site and have specific features within it that links to on-going work in other subjects. Year 4 pupils are able to use a control program in order to create repeating patterns. All pupils from Year 1 onwards are able to use paint and drawing programs to make images associated with work in other curriculum areas. For example Year 5 pupils were using a paint program to create a detailed image of a planet, using a variety of tools and techniques. Overall, there is much improvement in pupils' ICT skills compared with the position reported at the time of the previous inspection.
- 61 The quality of teaching is good when it comes to focusing on pupils' basic skills. There is very good use of the Interactive Whiteboard to help present ideas to pupils. There is very effective recapping of what pupils have learnt previously at the beginning of each lesson, which helps consolidate what pupils already know and what it is they are going to learn in the new lesson. The subject knowledge of the teachers is very good with each feeling confident presenting new material, often through demonstration on the Interactive Whiteboard. The ICT suite enables pupils to have instant access to the computers and this is helping the learning process.

Information and communication technology across the curriculum

- 62 Despite pupils' skill levels being approximately in line with age expectations, the use of ICT across all subjects is under-developed and unsatisfactory. There are isolated attempts made to link on-going work with ICT but this is not consistent throughout the school. There are many missed opportunities to help pupils learn through using their ICT skills and this is something that the school needs to work on.

HUMANITIES

Religious education

Provision in religious education is **satisfactory**.

Main Strengths and Weaknesses

- The subject makes a positive contribution to pupils' spiritual, moral, social and cultural development.
- Teaching is satisfactory overall, but inconsistencies in some classes have a negative impact on standards and achievement
- There are missed opportunities to develop pupils' language and literacy skills.

Commentary

- 63 Standards attained by pupils in Year 2 and Year 6 meet the expectations of the locally agreed syllabus and achievement is satisfactory. Teachers' planning shows that an appropriate range of topics is being covered and visits out of school to the local church and visits from a believer of the Muslim faith satisfactorily enhance curricular provision.
- 64 Most pupils enjoy the subject showing good levels of interest and a sound understanding as they learn about the significance of artefacts, beliefs and customs within the Christian, Muslim and Jewish religions. They reflect on these findings and express their feelings appropriately as, for example, they describe possessions special to them. In the lessons seen pupils were well motivated by the teachers' expressive delivery and good use of questioning to challenge their thinking and extend their learning. Year 2 and Year 6 pupils talk enthusiastically about their work. However, in some classes the limited amount of written recording in pupils' books shows a lack of depth and understanding of the topics studied. Teachers' low expectations of the pupils are reflected in unsatisfactory presentation of the work, much of which is unfinished and often unmarked. As at the last inspection, there are too few opportunities for pupils to develop their writing skills or to research information. All this impacts negatively on standards and on the pupils' achievement. However, the study of different religions and the impact that a particular faith has on the way people live, contributes positively to pupils' spiritual, moral, social and cultural development.

History

Provision in history is **unsatisfactory** which indicates a decline since the last inspection.

Main Strengths and Weaknesses

- There are insufficient opportunities to develop historical enquiry skills.
- There is a lack of depth to written recording, especially in Year 6, with too few opportunities for pupils to use their literacy, numeracy and ICT skills.
- Presentation of work in Year 3 and Year 6 is unsatisfactory as is teachers' marking.

Commentary

- 65 The standards attained by pupils in Year 6 are below those expected for their age and achievement is unsatisfactory. Standards for Year 2 pupils match those expected and achievement is satisfactory.
- 66 Teachers' planning and displays around the school show that an appropriate range of topics have been covered, with visits out of school and some good quality resources suitably enhancing curricular provision. Pupils in Year 2 have a sound knowledge about the lives of people in the past such as Guy Fawkes and Florence Nightingale, although their understanding when sequencing past events is less secure. However, in Years 3 to 6 time is not used well enough in lessons, there are too few opportunities for pupils to discuss ideas and opinions or to research information and follow up work is not always matched well enough to the needs of all pupils. This is reflected particularly in the books of Year 6 pupils, where there is scant coverage and little historical content relating to Britain in the 1960's. Presentation is unsatisfactory with too few opportunities for pupils to develop their literacy, numeracy and ICT skills. Teachers' written marking, when it does occur, is not used well enough to inform pupils what they need to do to improve their work or its presentation.

Geography

- 67 No lessons were observed and only a limited amount of evidence was available for analysis. It is not possible, therefore, to make secure judgements on the quality of provision, on teaching and learning or on standards and pupils' achievement. Appropriate links are made to literacy and numeracy and ICT as pupils write in different styles and record and compare climates of different regions. However, insufficient attention is given to developing geographical skills appropriate to pupils' interest. For example, the work on the main mountain ranges and rivers of the world, have little relevance for Year 6 pupils, who remember little of the information recorded. As in history, the presentation and quality of pupils' written work is unsatisfactory as is teachers' marking.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

- 68 Insufficient evidence was seen during the inspection to make a secure judgment on provision and standards in **art and design**, **design and technology**, **music**, and **physical education**.
- 69 In **art and design** only one lesson was seen, in Year 1, and the teaching was satisfactory. The pupils are given opportunities to use a range of media, such as paint, various drawing materials and to produce work in three dimensions, using clay and papier' mache'. The work on display shows that the pupils in Year 1 use chalk and smudging techniques to produce 'Sunset' pictures in warm colours. In Year 4, the pupils use a variety of textiles with a limited colour range to weave designs in the style of the Vikings. This made an effective link with the pupils' work in history. Pupils are taught about the work of known artists and often use their work as a stimulus for their own. For example, in Year 5, pupils used thick paint in tones of blue and a variety of mark making objects to produce striking pictures of a 'Starry Night,' inspired by the work of Van Gough. This work linked well with their topic based on 'Space' and is another good example of how the school is beginning to link learning across a range of subjects through a topic based curriculum.
- 70 In **design and technology** only two lessons were seen, one in Year 2 and one in Year 3. The learning in the Year 2 lesson was unsatisfactory because the teacher's explanations and pupil management were unsatisfactory which led to poor quality 'logo' designs from the pupils. In the Year 3 lesson, the teacher's explanations were clear and expectations were higher which led to satisfactory learning for the pupils making a model with an opening mouth. Displays of pupils' work in the school and evidence in the photographic portfolio show that they experience the complete design, make and evaluate process. For example, the pupils in Year 4 looked at a selection of manufactured 'pop-up' books to study the techniques used to make pictures move in different ways and then they designed and made a variety of 'pop-up' books for the reception children. The finished products on display showed that the pupils had made realistic plans to meet their intentions and that they achieved well. Pupils in Year 6 made good links with science when they made a powered, wheeled vehicle using a simple electrical circuit and motor.
- 71 No lessons were seen in **music**. The school has taken action to improve the quality of music provision by increasing the amount of time allocated to the subject to ensure all pupils experience regular singing sessions and learn about composition and structure. Pupils in Year 5, for example, explored the sounds made by instruments and body parts to compose, notate and perform musical sequences linked to a theme of a space journey. Through the peripatetic music service pupils in Years 3 to 5 learn to play a range of individual orchestral instruments such as the flute, clarinet and guitar, which enhances the curriculum. The school also enriches the music curriculum through organising after school clubs for older pupils to learn to play the recorder and steel pans.
- 72 In **physical education** only two lessons were seen, both with a focus on games skills, one in Year 2 and one in Year 6. The teaching in the Year 2 lesson was satisfactory and the teaching in Year 6 was good. In both lessons, the teachers provided a good role model as they changed into appropriate clothing and joined in the warm-up activities. The teachers

explained tasks clearly and managed pupil behaviour effectively, which allowed all pupils to participate fully. In the better lesson there was good pace and challenge to learning, which led to all pupils achieving well. Learning was made fun and the pupils were given good opportunities to work in pairs and small groups, which contributed significantly to their personal and social development. However, in both lessons, not enough use was made of examples of pupils' work to show key skills for other pupils to learn from.

- 73 In both lessons, the pupils showed a good level of enthusiasm for the subject. They worked hard and responded to the teachers' and support assistants' prompting. In the Year 2 lessons the pupils' throwing skills were satisfactory but catching skills lacked control. In the Year 6 lesson, the pupils had noticeably improved and refined their movements as they showed good ball skills with accurate passing and receiving whilst moving into spaces during an exciting attack and defence game.
- 74 Swimming is timetabled throughout the year for pupils in Year 3 and 4 and two thirds of these pupils can swim a distance of 25 metres, which is the national expectation for pupils in Year 6. Enhancements to the curriculum, such as visits from professional rugby players, basket ball and netball instruction, cricket coaching, dance clubs and residential visits, contribute significantly to pupils' personal development and their physical skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in this area is **good**.

Main Strengths and Weaknesses

- Pupils are provided with good opportunities to share their ideas and opinions.
- There is a well-planned programme of work, with a range of opportunities both during and outside the normal school day, to develop this area of learning.

Commentary

- 75 The school sees this area of learning as an important part of pupils' development. There is a good policy and programme of work in place to provide for the continuous development of pupils' awareness of citizenship, healthy and safe lifestyles, personal growth and relationships. Learning is promoted across most areas of the curriculum, through PSHCE lessons and through achievement assemblies. Circle time activities and the school council provide opportunities for pupils to share their ideas and opinions and to contribute effectively to the life and work of the school. Appropriate opportunities are provided both inside and outside the normal school day to develop this area of learning. For example, the Leeds United project against racism impacted very positively on pupils' awareness of living in a multi cultural society. This, together with the range of extra curricular activities, including French, visits out of school and visitors to the school, makes a positive contribution to pupils' personal and social development and to their overall progress and achievement.

Inspection judgement**Grade**

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

Overall standards achieved	4
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

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

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

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