

INSPECTION REPORT

STANNINGLEY PRIMARY SCHOOL

Pudsey

LEA area: Leeds

Unique reference number: 107966

Headteacher: Mrs L Robbins

Lead inspector: Mr F Carruthers

Dates of inspection: 10-12 February 2004

Inspection number: 258016

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	185
School address:	Leeds and Bradford Road Stanningley Pudsey West Yorkshire
Postcode:	LS28 6PE
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs J Kerry
Date of previous inspection:	15/9/1998

CHARACTERISTICS OF THE SCHOOL

This smaller than average primary school caters for pupils aged three to 11 and has fewer pupils than at the time of the last inspection. There are 167 pupils in the main school and 37 children who attend part-time in the nursery. Some year groups are larger than others and some have an imbalance of boys and girls. Levels of social deprivation among families of pupils, as indicated by measures such as the proportion of pupils eligible for free school meals (currently about 25 per cent), are above average. There are very few pupils from minority ethnic backgrounds and none has English as an additional language. A few of the pupils are in public care. The proportion of pupils with special educational needs (13 per cent) is about the same as most primary schools. Their needs are mainly moderate learning difficulties, emotional or behavioural difficulties. A few pupils have speech, hearing or physical difficulties. Three pupils have a statement of special educational need. The attainment of the children on entry to the nursery is below average. Pupil mobility¹ is slightly above average and is most noticeable in older age groups. The school is involved in initiatives such as *Excellence in Cities* and *Sure Start* and provides extra sessions of care for a few children in the nursery at lunchtimes. There are adult education classes and a *Parent and Toddler Group*.

¹ The proportion of pupils who leave or join the school at times other than at the start of the reception year or end of Year 6.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21285	F Carruthers	Lead inspector	English Geography History Religious education
9970	J Acaster	Lay inspector	
11901	P Lowe	Team inspector	Mathematics Art and design Design and technology Music Special educational needs
17877	C Ingham	Team inspector	Science Information and communication technology Physical education Foundation Stage

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Stanningley Primary School is **an effective school**, providing a good education for its pupils and **giving good value for money**.

The school's main strengths and weaknesses are:

- Pupils achieve well and make good progress during their time in school.
- The school has an excellent approach to including all pupils in what it has to offer, encouraging them to have good attitudes to their work, to behave well and to achieve their potential.
- Provision for the social and moral development of the pupils is very good.
- Teaching is good across all classes.
- The curriculum that the school offers its pupils is enriched by a very wide range of opportunities provided through excellent links with other schools and colleges.
- Provision for pupils with special educational needs is very good.
- The leadership and management of the school by the headteacher, ably assisted by members of the senior management team, are very good.
- The governing body is very ably led by the chairperson and fulfils its responsibilities well.
- Links with parents and the wider community are very good.

The school was last inspected in September 1998 and has made good improvements since then. Four key issues were identified for improvement and the school put in place action plans to deal with all of them. Improvement in teaching information and communication technology (ICT) has been very good so that standards at the end of Year 6 are now above average. Both strategic planning for the school and teachers' lesson planning have improved well. The school has made satisfactory improvement in how it re-located the school library, so that it is now accessible to pupils and used by them regularly. In addition, the standards that pupils attain in English, mathematics and science by the end of Year 6 have risen in line with the upward national trend. Despite a period of significant staffing turbulence, the school's overall provision has improved well and a deficit in the school's budget has been turned into a surplus.

STANDARDS ACHIEVED

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

*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 achieve well and make good progress over time. Children make good progress in the nursery and the reception class and this good foundation is built upon well in the following years. Because individual year groups are small and the proportion of pupils with special educational needs in them varies, significant swings occur in the standards that the school attains in English and mathematics at the end of Years 2 and 6. For example, standards reached by pupils in last year's Year 2 were well below the average reached by pupils in schools with similar contexts. In both the previous year, 2002, and in the current Year 2, standards are much higher than that, being above the average of similar schools. Standards in the current Year 6 are similar to those found last year (illustrated in the table above) and compare favourably with those of similar schools. Comparing

these pupils' results to where they were at the end of Year 2 reveals that the school is adding good value to their performance.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils have good attitudes to their work and behave well. The school has very good procedures to promote good behaviour and to support those pupils who have emotional or behavioural difficulties. Levels of attendance are similar to those found in primary schools nationally and punctuality to school is satisfactory.

QUALITY OF EDUCATION

The quality of education, including teaching and learning, is good. Teaching is good across all age groups and examples of very good teaching are found in most classes. Teachers plan lessons well and have high standards of what the pupils are expected to do. Teaching assistants, a part-time teacher and adult volunteers make a very good contribution to the pupils' learning. Pupils with special educational needs are taught very well by teaching and support staff so that their progress is good. The curriculum is well planned and the school makes extensive use of its valuable links with a local arts college and other institutions to enrich the pupils' experiences. Procedures to assess the pupils' progress and track their improvement are good overall and very good in English and mathematics and these help in setting challenging targets for pupils. All staff, from midday supervisors to the headteacher, place a strong emphasis on helping individual pupils in their personal development to achieve their potential and be involved in all aspects of the school life. The school has developed very strong links with parents and values their opinions. Very good links exist with other agencies in the local and wider community.

LEADERSHIP AND MANAGEMENT

The headteacher is a very good role model for staff and pupils, and her outstanding commitment to promoting the best interests of all pupils, no matter what their level of need, drives the very positive ethos of the school. As a result, **all aspects of leadership and management are very good** and very strong teamwork among the senior management and staff, both teaching and support staff, is a feature of the school. The governing body fulfils all statutory responsibilities well and has a good awareness of the performance of the school. There is very good leadership of its work by the chairperson.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold the school in high regard and speak very warmly of the leadership, knowing the school has come through some unsettling times. Pupils show their appreciation of the way their views are taken into account through the school council and questionnaires. They have positive comments to make on all aspects of life in school.

IMPROVEMENTS NEEDED

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

- Maintain the drive to raise standards in order to consolidate the achievement of pupils in English, mathematics and science.
- Pursue the planning of literacy, numeracy and ICT in other subjects of the curriculum in order to develop pupils' skills further and improve the links between subjects.²

² These two items feature in the current school improvement plan.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well. Standards in English, mathematics and science are average at the end of Years 2 and 6 and compare favourably with those in similar schools. Standards in information and communication technology (ICT) are average at the end of Year 2 and above average at the end of Year 6. Children make good progress in the Foundation Stage.

Main strengths and weaknesses

- Standards in English, mathematics and science throughout the school are rising, because of improvements in the quality of teaching.
- Children in the nursery and the reception class get off to a good start and make rapid progress.
- Pupils with special educational needs make good progress in relation to targets in their individual education plans.
- Standards in ICT are much higher than at the time of the last inspection because of a concerted effort to improve provision in the subject.

Commentary

1. On entry to the nursery, the attainment of most children is below the average expected. Children make good progress, because of good and sometimes very good teaching. By the time they start in Year 1, almost all have achieved the goals in learning expected of children at this age. Some are well beyond this level in areas such as personal, social and emotional development, communication, language and literacy, and mathematical development. Children with special educational needs are identified early and helped to achieve well. This good progress is maintained in Years 1 and 2.
2. As evident in the table below, standards in tests and assessments at the end of Year 2 fluctuate significantly from year to year. This is because the nature of different year groups varies so much. Several pupils in last year's Year 2 class had special educational needs and continue in Year 3 to receive very good quality assistance from teachers and teaching assistants. On the other hand, very few in the year group in 2002 and in the current Year 2 have special educational needs. Consequently, the standards that these pupils reach are higher. The school's results in 2002 compared well with similar schools. Standards in ICT are average at the end of Year 2.

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

Standards in:	School results	National results
reading	13.1 (16.9)	15.8 (15.8)
writing	12.5 (13.2)	14.6 (14.4)
mathematics	13.7 (18.3)	16.3 (16.5)

There were 28 pupils in the year group. Figures in brackets are for the previous year

3. Not only does the proportion of pupils with special educational needs vary from year to year but year group sizes fluctuate too. A smaller than average Year 4 has led to the establishment of mixed aged classes in Years 3 and 4, whereas, other classes consist of distinct year groups. Standards in writing across the school have been a focus for improvement in recent years and this is bearing fruit. With good quality support for pupils in initiatives such as *The Additional Literacy Strategy* and *Booster classes*, pupils are making

better progress and this must be consolidated if pupils are to continue to achieve well. Pupils with special educational needs make good progress towards their individual learning targets. They achieve well in relation to their prior attainment. There is early identification of their needs and they are set clear and achievable targets. Standards in Year 6 are currently broadly similar to last year's standards. Attainment in reading is good and attainment in writing is improving. Pupils solve problems well in mathematics. A good number of higher attaining and talented pupils are currently in Year 6. These pupils have benefited from extra provision in the form of a block of sessions at the West Leeds City Learning Centre in English, in addition to specialist teaching in the arts from visiting staff. Standards in ICT are above average by the end of Year 6 and this was evident in the multi-media presentations pupils were completing during the inspection. This represents very good improvement since the last inspection.

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

Standards in:	School results	National results
English	27.3 (24.4)	26.8 (27.0)
Mathematics	26.7 (25.1)	26.8 (26.7)
Science	27.8 (26.5)	28.6 (28.3)

There were 23 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Personal development is promoted well. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- A very inclusive, calm and purposeful ethos, which pupils enjoy and reflect in their good attitudes and behaviour, has been established across the school through dedicated leadership and management.
- The school has latterly implemented a very good range of strategies to promote good behaviour and these are proving successful.
- Pupils' spiritual, moral, social and cultural development is fostered well, with strengths stemming particularly from the school's high expectations of orderly and sociable conduct.

Commentary

4. Pupils enjoy very much the atmosphere of friendliness in their school. They praise the staff for their helpfulness and kindness. They generally like their lessons, finding teaching interesting, readily naming subjects which they enjoy. Many pupils also strongly appreciate, and participate in, the wide range of activities available outside lessons.
5. These good attitudes, coupled with sensible self-control, are promoted consistently throughout the school. Reception-aged children, for example, are seen to work well to routines. They play with, and work alongside, others pleasantly. They tidy up well and attend sensibly to the routines of preparing for lunch. Teachers throughout the school succeed in including everyone well, encouraging reticent pupils to contribute their ideas and leading them sensitively to gain confidence. By Year 2, pupils are used to everyone being offered the opportunity to take a turn, as developed, for instance, through *Circle time*. Pupils are led to respect the contributions of others.

6. The school has addressed behavioural issues very effectively. A clear, whole-school behaviour code has been adopted following an audit of behaviour, and consultations including both parents and pupils. The school council had an important input and further ownership of the code has been given by each class discussing its own rules and rewards. Staff manage behaviour very consistently. The overwhelming majority of pupils behave well. For pupils who have particular difficulties the school has very successfully used the services of the local education authority's specialist team, backed up by further support made available by the school's own learning mentor. Parents report that these measures have been successful and pupils' behaviour is usually very orderly and polite, though there continue to be pockets of difficult behaviour in Years 1, 3 and 5. Discipline in these instances is handled well and there have been no exclusions in the past year.
7. Pupils' personal development is well promoted by the inclusive spirit of the school and the opportunities provided through the broad curriculum. As an example of the latter, pupils of several year groups have joint sessions, for instance in art and drama, with pupils from a local special school. Parents note that this is very beneficial in widening their children's experiences. Provision for pupils' social and moral development is very good. All pupils in Year 6 act as individual *buddies* for pupils entering the reception class, and thereafter are expected to set good examples. For instance, they represent the interests of reception children in the school council, to which all other classes send representatives. There is a wide range of voluntary jobs, such as librarianship, and tending the school garden. Pupils in Year 5 also share in voluntary whole-school tasks. The school thus progressively fosters a strong sense of communal responsibility. Assemblies and *Circle times* also make particularly good contributions towards pupils' overall spiritual, moral, social and cultural development.
8. The school has effective systems for promoting and monitoring attendance. Unexplained absences are followed up promptly. Attendance is in line with the national average.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.2	School data	0.2
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Particular strengths are: enrichment of the curriculum through links with schools and colleges; support and guidance given to individual pupils, particularly those experiencing difficulties; provision for pupils with special educational needs; and the success of the school in including all pupils and giving them equality of opportunity.

Teaching and learning

The quality of teaching and learning is good across the whole school. **Very good teaching is evident in most classes.** Procedures to assess how well the pupils are achieving are good and the information is used well to track their progress and set targets for them to achieve.

Main strengths and weaknesses

- Teachers have high expectations for the behaviour of pupils and these help the pupils to make strides in their learning.
- Teaching assistants, a part-time teacher and volunteers make a very good contribution to the pupils' learning, especially lower attaining pupils and those with special educational needs.
- All pupils are encouraged to take a full part in all aspects of learning.
- Procedures to assess the pupils' progress in the Foundation Stage and in English and mathematics are very good.

Commentary

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	14 (37%)	20 (53%)	4 (10%)	0 (0%)	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.

9. The quality of teaching and learning has improved significantly since the last inspection. A much higher proportion of teaching is good or very good and unsatisfactory teaching has been eliminated. The teaching of ICT, previously unsatisfactory, is now good. Teachers' planning has improved and is now good. Better note is taken of the information provided from assessing pupils' progress in order to group the pupils in lessons and set challenging work according to their need. Examples of very good teaching are evident in most classes and across a range of subjects. The proportion of good or better teaching is above the average found currently in most inspections of primary schools. These improvements are a consequence of evaluations of teaching made by senior staff and consultants from the local education authority, which have identified strengths and areas for development. In turn, these have led to concerted actions to improve the skills of teachers, a number of whom are in their first years of teaching, and support staff. Teamwork is a strength among the staff and has led to the sharing of workload and good practice so that all the school benefits.
10. All aspects of teaching are at least good and the depth of expertise and subject knowledge among staff is a strength. Teachers have high expectations of how pupils should behave in lessons and they use the behaviour code and motivational rewards well to keep pupils on task and enthusiastic. As a result, the quality of pupils' learning is good and the great majority of pupils are able to work independently or in groups. A few pupils have significant emotional and behavioural problems and require much patience and guidance if they are to achieve well. All staff, including the headteacher and support staff, contribute greatly in this respect, providing one-to-one assistance or opportunities for time out of the classroom when necessary. Some age groups have above average numbers of pupils with special educational needs, while others have very few. The quality of teaching for these pupils is good. Teaching assistants encourage pupils to play an active part in whole-class discussions, thereby raising their confidence. This support is particularly effective in English and mathematics. Pupils' work is carefully planned, in accordance with their individual needs. The pupils benefit from working alongside their peers in the classroom and from the very good support that they receive in groups withdrawn for specific purposes.
11. Teaching assistants, a learning mentor and a part-time teacher are very well trained and briefed for their roles and contribute hugely to the quality of provision and the work ethic of the school. They organise a variety of initiatives, such as *The Early Literacy Strategy*, *Springboard Maths* and *Booster classes*. In addition, volunteers read with pupils on a one-to-

one basis and systems exist for older pupils to read to younger ones. All these activities have one purpose in mind: to maintain the enthusiasm of the pupils for learning so that they take a fuller part in the aspirations of the school.

12. Significant strides have been taken in developing systems to check pupils' progress and in recent months, information about assessments and tests has been recorded using ICT software. A clear timetable has been introduced for assessment across subjects and, especially in English and mathematics. The information gained is used very well to target support for individual pupils and set challenging work appropriate to the level of attainment of pupils. Procedures in science and ICT are good and the school is developing simplified systems to check progress in other subjects.

The curriculum

The curriculum provided by the school is good. A very good range of curricular opportunities is provided to enrich the pupils' learning. Accommodation is satisfactory. Resources are mainly good and meet the needs of the pupils.

Main strengths and weaknesses

- The curriculum meets statutory requirements and offers a broad range of interesting and worthwhile learning opportunities for the pupils.
- There is a good curriculum taught in the Foundation Stage.
- The planning for ICT is much improved.
- The implementation of schemes of work for all subjects is good.
- The curriculum is significantly enhanced by an extensive range of extra-curricular activities, visits, visitors and community involvement.
- Provision for pupils with special educational needs is very good.
- Support staff make a very good contribution to curricular opportunities.

Commentary

13. The school has improved on the generally satisfactory curriculum noted in the last inspection. The school has a good curriculum with relevant attention being given to each subject and a good balance of learning opportunities during the day. Schemes of work have been implemented for all subjects and now new units of work build on pupils' prior learning. The staff plan together sharing ideas and promoting continuity in the pupils' learning. Teachers effectively use the national guidelines for ICT as a resource to improve standards. The relocation of the school library to the administrative area of the school has ensured ease of access for pupils and they use the resource regularly.
14. Practical experience is strongly emphasised in the Foundation Stage curriculum. The quality and range of experiences are good. Good links exist between the nursery and reception classes. The staff carefully plan play activities to promote particular skills and use what they know about the children's stage of development to increase the challenge. The staff recognise the need to make more effective use of the outdoor facilities to develop areas of learning.
15. The high level of commitment and very good planning for exciting and interesting learning opportunities, such as out-of-school visits and visits by experts to work with the pupils, make the curriculum challenging and exciting. Subject leaders plan activities to enrich their subjects very well. A good example was using the play equipment in a local park, such as swings and slides, to develop pupils' understanding of *pull* and *push* linked to work on forces in science. Photographic evidence shows a wealth of learning opportunities, often involving members of the community to support curricular development. These include the use of off-site sport

specialists. All pupils in Years 5 and 6 benefit greatly from visiting specialist teachers from Intake Arts College who teach the pupils dance, drama, keyboard skills and singing. In a very good dance lesson during the inspection, the teacher's enthusiasm was inspirational for all pupils. Support staff, for instance the learning mentor, play a significant part in the pupils' learning, including running clubs after school and during the lunchtime, and they are valued members of staff.

16. The provision for pupils with special educational needs is very good and is organised to meet their specific needs. Pupils are supported very well by class teachers and experienced teaching assistants. Individual education plans contain targets relating to areas of learning or behaviour, and suggest teaching and learning strategies. The targets are discussed with pupils and parents and are reviewed each term.

Care, guidance and support

There are good arrangements to ensure pupils' care, welfare, health and safety. The school provides pupils with **very good support**, advice and guidance. It involves them well in its work and development.

Main strengths and weaknesses

- All pupils are very well known and the school is very careful to ensure that the needs of each are well monitored and supported both academically and personally.
- Pupils share in the consultative processes promoted within school and make a good contribution to its work and development.

Commentary

17. Day-to-day arrangements for pupils' welfare are effective, child protection arrangements follow the local guidelines, awareness is well established and continuity of management has been put in place. There are regular checks to ensure the safety of equipment and the efficiency of emergency procedures. Pupils' medical needs are appropriately handled. Comprehensive care plans are drawn up for pupils with medical needs.
18. Under the leadership of the headteacher, staff take care to know their pupils well as individuals. The size of the school assists in enabling the ethos to be of one large family. Pupils are, for instance, welcomed very sensitively when they start school. Each child in the reception class is also provided with a senior *buddy* to be a friend and helper. The caring atmosphere promoted throughout the school results in a very high level of respect and trust between staff and pupils. Parents have described the quality of warmth as being similar to 'coming home'.
19. The school has good procedures for assessing the academic needs of each pupil, and the results are used well. Pupils with special educational needs, for example, have very good individual provision, with careful assessment and monitoring. Teaching assistants are used very effectively to help pupils both academically and personally. The school's skill in promoting personal achievement is noted by a higher than usual intake of pupils in public care. The overall development of these children is carefully monitored by the headteacher. The school is proactive in seeking the advice and assistance of specialist agencies. For example, the counselling services of the *Behaviour and Education Support Team* have been used very successfully during the past year in the drive to raise standards of behaviour. This has been supplemented by one-to-one support given by the school's own learning mentor.

20. As a natural part of its very positive ethos, the school values pupils' opinions. Pupils in every year group have frequent opportunities to raise matters that concern them through their representatives on the school council. The system is well embedded. The council has contributed to many matters affecting the school, and its suggestions are often acted upon, such as tackling hazards like the slippery parts of the playground. More generally, pupils' views are often sought in class and are always respected.

Partnership with parents, other schools and the community

Very good partnerships have been established with parents and the local community and extended services are good. **Links with local schools and colleges are excellent.**

Main strengths and weaknesses

- Communication with parents is very good and parents provide good support.
- Very good links with the community enrich the curriculum.
- Pupils benefit from the excellent links with other schools and colleges.

Commentary

21. Parents are very supportive of the school. They believe that the school is led and managed well, teaching is good, arrangements to help pupils to settle in are good and there is a broad range of activities. They consider that the pupils work hard, grow in maturity, make good progress and behave well.
22. Communication with parents is very good. The school provides them with detailed information about the school and pupils' standards and progress. Newsletters are very informative and provide opportunities for parents to contribute to their children's learning. The school's prospectus provides a comprehensive summary of policies and arrangements. Parents are provided with a clear picture of their child's academic progress and personal development through annual, written reports. The governors' annual report to parents details the school's progress during the previous year. Parents receive full information regarding the school's provision for special educational needs and are regularly informed about their child's progress. They are welcome to share concerns with the school, at any time. Pupils' progress is enhanced as a result of the very good partnership between home and school. Valuable opportunities to discuss pupils' progress are provided through parents' evenings, and informal discussions with the headteacher and staff. Procedures to ensure satisfaction and to deal with any concerns and complaints are very good. The school's involvement of parents through seeking, valuing and acting upon their views is good. Open mornings and curriculum workshops help parents to provide good, additional support for their children's learning. A number of parents regularly help in the school and on school visits. The school is well supported by an active parent and teacher association that raises funds through social activities.
23. Links with the local community are very good and support learning well. Good use of the local area enhances the curriculum. Further enrichment is provided through visitors to the school, including theatre groups and musicians. The school is used by local community groups and has a well-established programme of courses for parents and other adults. Community resources are used to develop a sense of citizenship and sporting and other skills. Extended nursery provision at lunchtimes is good and meets identified needs.
24. Links with local schools and colleges are excellent and ensure a smooth transition from primary to secondary school. Pupils benefit greatly from the expertise of high school teachers, in particular, through ongoing tuition in art and design, dance, drama and music. Teachers also benefit from the sharing of professional expertise.

LEADERSHIP AND MANAGEMENT

All aspects of the leadership and management of the school are very good or better. The governance of the school is good.

Main strengths and weaknesses

- The headteacher, ably assisted by members of the senior management team, provides very good leadership and management of the school.
- The governing body is very ably led by the chairperson and fulfils its responsibilities well.
- Teamwork is a significant strength of the school.
- Commitment to doing the best for all pupils and including every one in what the school has to offer is excellent.

Commentary

25. The headteacher has very successfully brought the school through unsettling times since the last inspection. The absence of key staff in recent years put considerable extra strain on the leadership of the school and the headteacher wisely sought support from the local education authority in the form of advice, consultation and monitoring. Since Easter 2003, vacant posts have been filled and staffing stability has returned. The school has gone from strength to strength. There have been improvements in provision, such as the opening of the computer suite, in the standards that pupils achieve by the end of Year 6, in school improvement planning and in teamwork. The drive to raise standards and to provide the best for individual pupils must now be consolidated and this is the next step in the process of school improvement.
26. The headteacher motivates the staff very well by her example and by her approach to the professional development of her colleagues. She takes a close interest in the needs of all pupils and is highly effective in introducing initiatives to turn round disaffected pupils, for instance through the work of the learning mentor. The commitment of the senior management of the school, led by the example of the headteacher, to promote equal opportunity for all and to include everyone in the life of the school, is excellent. The headteacher provides very good support and advice for staff, and systems to improve the performance of teachers are very effective. She gives them responsibility for their own professional development, including the financial aspects, and this helps to promote a clear focus on school-wide as well as individual professional needs. Her leadership and the degree of delegation she offers the staff are highly valued by the teachers. As a result, senior staff and subject leaders pull in the same direction and have a clear view of where the school is heading. They follow individual action plans for their subjects and keep rigorously to deadlines and timetables associated with the school improvement plan. Strategic planning, a key area for improvement at the time of the last inspection, has been addressed well. The school is successful in taking action to overcome barriers to learning which it identifies. For instance, staff have recognised that there appear to be low expectations among some parents for what boys can be expected to achieve. By actions such as promoting interest in reading and making exciting links with the local arts college, the school is turning these attitudes round. In recent years, there have been significant improvements to the size of classrooms by extending parts of the building to make effective use of space.
27. The governing body has a good overview of the progress of the school and clearly understands its priorities and responsibilities. It is very ably led by the chairperson, who not only maintains close contact with the headteacher and school in general but also has a very good grasp of both the wider perspective and the finer details of the school's provision. Governors have established valuable links with subject leaders and are conscientious in maintaining contact with them, finding out about progress and shortcomings in the subjects

and bringing these to the attention of the relevant committee of the governors. Governors have taken a keen interest in developments and take account of the views of parents and pupils in deciding future actions. They have an open approach to consultation and follow principles of best value well. The monitoring of new initiatives for their effectiveness is the next step to take.

28. Management of the school by senior staff is very good. For instance, analysis of how well the school is performing in comparisons with schools nationally and similar schools forms a key part of prioritising actions in the school improvement plan. Subject leadership in the core subjects of English and mathematics is very good, as is the co-ordination of provision for pupils with special educational needs.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	570,309	Balance from previous year	47,030
Total expenditure	563,429	Balance carried forward to the next	53,910
Expenditure per pupil	2,748		

29. The school has a clear emphasis on prioritising spending on supporting and improving pupils' learning, through effective deployment of support staff and part-time teachers. The larger than average carry-forward in the budget last year has offset fluctuations in the school roll and is coming down during the current financial year. Day-to-day financial management is good.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**. This good practice has been sustained since the previous inspection.

Main strengths and weaknesses

- Learning is through practical activities.
- The children have a real enthusiasm for learning.
- Activities are planned which link across the areas of learning.
- The quality of teaching is good.
- There are very good procedures for assessment.

Commentary

30. The children attend the nursery part time following their third birthday. They transfer to the reception class in September in the year when they will reach their fifth birthday. Assessments on entry to the nursery indicate that the children's attainment is below that expected. The children make a good start in the nursery and achieve well. Achievement in the reception class is equally good and by the end of this year, standards are in line with those expected in all the areas of learning. This reflects the good progress the children make in the Foundation Stage. Teaching is always good and sometimes very good. The teachers work closely with the nursery nurses who are kept well informed and who make an effective contribution to the children's learning. The staff's skill in cajoling children and enticing them into activities contributes highly to the warm, caring and stress-free environment in which the children are happy and show positive attitudes to learning. Arrangements to track the children's progress over time are very good for all the areas of learning. Each child has a portfolio of observations and recorded work to indicate their response to activities and their levels of achievement. Although the nursery classroom and the reception classroom are at opposite ends of the school building, the style of provision in both classes is similar and the staff work together as an effective team.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children are confident, have positive attitudes and are enthusiastic learners.
- Relationships are warm and friendly.
- Children achieve well because they receive patient, caring and appropriate teaching.

Commentary

31. The children find learning fun and more often than not show great enthusiasm and delight in what they do. The children in the nursery clearly enjoy coming to school and develop confidence because they are encouraged to try new things and express their views. For example, when they discussed with a nursery nurse what had happened to the water tipped into the sand. Reception-aged children are keen to answer questions and show great pleasure when they are right. All children are encouraged to join in the full range of activities and to work and play happily together and this is a strong feature in the reception class. The

children develop firm friendships and seek friends to share an activity or game. The staff generate enthusiasm for learning by organising activities that capture the children's interest and also by their adherence to set routines that ensure children know what is expected of them. In the reception class when all the children come together, they behave extremely well, as the teacher is very skilled in keeping their attention.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The children achieve well.
- The development of speaking and listening skills is given a high priority.
- The children are enthusiastic and enjoy books.
- The development of children's early writing skills through purposeful tasks is good.

Commentary

32. The children achieve well and are likely to reach the expected standards, at the end of the Foundation Stage, because teachers plan an extensive range of interesting and worthwhile activities for each aspect of this area of learning. Children in the nursery develop their speaking and listening skills well through the appropriate intervention of adults when they engage the children in discussion, introduce new words and encourage conversation. For example, as they play with toy dinosaurs, most children readily talk about pterodactyls and brontosaurus. In both the nursery and reception class, children share books and enjoy stories with each other and adults. Reading is made an enjoyable and rewarding experience and interest is stimulated through some skilful teaching activities. The reception teacher, with much success, had brought alive the story of the Bear Hunt, for example, by improvising materials to represent different types of terrain to enable the children to act out the story. Most children want to write because there is a reason to do so. Nursery children are eager to write as they walk around with clipboards filling in 'Bob's Jobs'. All reception children were very eager to write because they wanted to make their own zigzag book and the teacher encouraged the higher attaining children to complete captions on several pages whilst the lower attainers attempted single words.

MATHEMATICAL DEVELOPMENT

Provision in mathematics is **good**.

Main strengths and weaknesses

- Most children make good progress and achieve well.
- Lively practical activities are well planned and successfully support learning.
- The introduction in the reception class of whole-class oral and mental sessions at the start of lessons is effective.

Commentary

33. Children's learning is successfully promoted in the nursery through daily routines including regular sorting and counting activities. Links with current themes and topics are also effective. For example, nursery children were comparing the number of dinosaurs using the correct mathematical language. Skills of recognising numbers also develop well because the opportunities to practise are varied and help to sustain interest. The children worked very hard to find the numbers hidden around the outdoor area and to complete a checklist. In the

reception classroom, the children are drawn to attractively set out areas with challenges and games. Displays using the children's own work are used effectively to develop an understanding of all aspects of mathematics, for example, sequencing numbers when the children's model houses are numbered and displayed as a street. In carefully focussed sessions in the reception class, the children are totally involved in a wide range of number activities to develop their early skills to calculate mentally. Good use of resources such as finger puppets and stories support this learning very well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Activities are well linked through themes.
- The classrooms are vibrant and well organised to generate enthusiasm for the world around the children.

Commentary

34. The staff provide a stimulating environment to help ensure that the children's natural curiosity and enthusiasm flourish. A large carpeted area with easy access to resources in the nursery allows the children to create environments and construct models. In the reception classroom, *A Question of the Day* generates interest, for example, choosing whether wet or dry sand will be the best to make a cave. Reception children begin to investigate scientific processes when they are tasked to test materials to make Teddy a waterproof hat. They learn paper is not waterproof when the hat is tried outdoors on a rainy day. The children learn about the wider world through imaginative tasks to extend their interest. For instance, the learning focus for one task was to plan a journey with Teddy over the half term holiday. This activity was aimed at developing the children's understanding of different places and what constitutes a journey.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- All children have access to a secure outdoor area with suitable facilities.
- Resources are used effectively to develop the children's skills.
- The outdoor activities do not always have a planned learning focus.

Commentary

35. The nursery children learn quickly and achieve well in their skills of co-ordination, control and movement because they have daily access to energetic outdoor activity. Reception children also use these facilities to their advantage and in addition have physical education and dance lessons in the school hall. This regular provision contributes well to the children's achievement. The children are well supervised by staff as they use the equipment. They participate with great enthusiasm and have a high level of confidence as they use the wide range of available resources. Balancing and climbing skills develop well because the children use an excellent piece of challenging adventurous equipment, the *Log Walk*. During outdoor activities, opportunities are missed, however, to develop and extend specific physical skills through focused tasks, for example, ball control skills.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Resources are carefully chosen and well prepared to promote good, imaginative play.
- The development of artistic skills is good.

Commentary

36. The children build on their own experiences when they use the role-play areas. The quality of play improves when the adults join in with the children's play and build on their ideas and comments. The staff ensure these experiences stay fresh and challenging by regularly introducing a new focus, such as musical instruments in the Bear Hunt role-play area to create the sounds made as they travel on different terrains. The structured programme ensures the children acquire different artistic skills. The children have good opportunities to investigate different textures through making collages with a variety of paper and other materials. Nursery children took great care when they selected materials to make monsters. Reception children learn about the work of well-known artists such as Lowry and Matisse and this has a positive impact on the quality of their paintings. Some very good examples of children's pictures are on display, depicting many people in the style of Lowry.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching is good in all year groups and as a result, pupils make good progress.
- Procedures to assess pupils' progress are very good and provide the information to set pupils challenging targets to achieve.
- Very good assistance is available for pupils from teachers, support staff, other pupils and volunteers through initiatives such as *The Additional Literacy Strategy*, *Paired reading* and *Booster classes*.
- Leadership and management of the subject are very effective and there are good procedures to check on the quality of provision through monitoring lessons, teachers' planning and pupils' work.
- Standards are being raised by developing pupils' skills through other subjects. This should be maintained.
- Only a very small budget has been earmarked from school funds for the replenishment of stock in the school's library.

Commentary

37. Clear action plans to develop provision have been well implemented and, therefore, standards that pupils reach at the end of Year 6 have risen significantly in recent years and currently are above those found in similar schools. Last year, they were well above them. The quality of teaching and learning has improved so that it is good in all year groups. Teachers' planning is better than at the time of the last inspection and procedures to track pupils' progress over time are now very good. Teachers are using this information well to group pupils by attainment, to give them challenging work and identify those that need specific help.

38. Pupils develop good reading habits and skills through the good quality of teaching, for instance, in sessions of guided reading. Pupils in Year 2 are familiar with a range of strategies to help them to read unusual or uncommon words. Higher attaining pupils read silently and answer questions that show they can infer meaning from a text. Lower attaining pupils develop their confidence by pairing with older pupils in Year 6 to share their books. This scheme is run successfully by the school's learning mentor and there are examples of pupils gaining two and three levels in their reading attainment in just over a term. This good progress continues in junior classes so that by the end of Year 6, the proportion of pupils attaining the level expected of pupils at this age is at least the average of primary schools nationally. The staff have monitored the performance of boys and girls in this aspect of literacy and created a better balance between fiction and non-fiction used in lessons, in order to appeal to both sexes. Pupils use both the school's library and the public library regularly and there is a good range of books to choose from. However, because of good use, some books are looking old and need replacing but little funding is set aside to replenish stock.
39. Pupils' speaking and listening skills are broadly average by the end of Year 6 and this constitutes good progress from the early years. It is noticeable that in many lessons pupils are reluctant to voice their opinions. This was evident in English and science lessons, for instance. They are often slow at getting going but by the end of a lesson have become very interested and share their conclusions well. The focus on improving skills of speaking, which is the subject of in-service training next term, and of literacy in general in other subjects is important if the recent rise in standards is to be consolidated.
40. Standards in writing are average by the end of Year 6 and this also indicates good progress over time. Through good teaching and focusing on providing opportunities for written work in other subjects, the pupils gain confidence to try to use their own ideas and sentences. Handwriting is taught systematically but skills do not readily transfer to pupils' own pieces of writing. A fully formed and joined script is still not consistently evident by Year 5. In a few instances, teachers' own handwriting on whiteboards is not a good model for pupils to emulate. By Year 6, pupils are writing well for a number of purposes, such as narrative and persuasive pieces, and they enjoy finding out about various poetic forms, for example, *kennings*, *haiku* and *limericks*.
41. The quality of teaching is good. Significant strengths are the good expectations of how pupils will behave and concentrate in class, and the very good help provided by part-time teachers and support staff, who take groups of pupils regularly for intensive teaching of specific skills in reading, writing and spelling. Teachers' plans are clear, detailed and target the different levels of attainment in classes well. Homework is set regularly and is valued by the staff. Examples of very good marking are found across the school. Another significant feature is the quality of procedures to assess pupils' progress. Thorough, periodic assessing of skills means the staff know how well pupils are improving and they provide the extra support needed for pupils with specific difficulties or special educational needs. As a result, they make good progress towards targets in their individual education plans. Pupils who show significant talent in the subject are invited to join extra classes in their own time at the associated high school and benefit significantly from the experience.
42. Subject leadership is very good. As a result of very good teamwork and good monitoring of provision, standards are being consolidated and provision improved.

Language and literacy across the curriculum

43. Overall, opportunities for pupils to develop skills of literacy in other subjects are good. These are evident in subjects as diverse as science, history, and design and technology. Occasionally, opportunities are missed and pupils merely copy teachers' work or texts. Senior

staff have raised the teachers' awareness to links between subjects and this was exemplified in a good lesson in Year 5, which drew English, geography and ICT together very successfully. This is an important aspect to develop further.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are rising because the quality of teaching and learning is good.
- Very good assessment and tracking of pupils' progress are enabling the school to set appropriate targets for individual pupils.
- Opportunities to use ICT in mathematics are often missed.
- The planned use of mathematical skills across the curriculum is under-developed.

Commentary

44. Standards are average in Years 2 and 6 and are rising because of good, and sometimes very good, teaching. All pupils, including pupils with special educational needs, make good progress in relation to their prior attainment and achieve well. More pupils are reaching the higher Level 5 in Year 6.
45. Pupils in Year 2 show good knowledge, skills and understanding in number work and are developing their understanding of two and three-dimensional shapes. They are able to apply their skills to solving simple problems. Pupils in Years 3 and 4 are able to select an appropriate strategy to solve simple problems and explain their reasoning. Pupils in Year 5 have a good understanding of shapes and measures and are developing accuracy in their calculations. Pupils in Year 6 competently use the overhead projector to demonstrate equivalence between fractions, decimals and percentages and confidently explain their reasoning. There is a good focus on using and applying mathematics and, where teaching is very good, pupils are given open-ended opportunities to apply their skills in problem-solving and investigative work.
46. The quality of teaching and learning is good overall and is sometimes very good. Teachers plan effectively, taking account of the needs of all pupils. Their insistence on high standards of behaviour and the promotion of equal opportunities contribute to the good achievement of all pupils. Teachers' expectations are high, basic skills are taught well, and they provide a good level of challenge for all pupils. Pupils' good attitudes, behaviour and relationships contribute to their good learning. Provision for pupils with special educational needs is very good and teaching assistants make a valuable contribution to their learning. Homework is used well to extend the work in the classroom.
47. There is very good subject leadership and the improved systems for assessing and tracking pupils' progress and setting clear targets are having a significant impact on standards. Marking is thorough and pupils have a good understanding of how they can improve. Improvement since the last inspection is good, in relation to teaching, assessment and pupils' progress.

Mathematics across the curriculum

48. There are some good opportunities for skills learnt in mathematics to be used across the curriculum, for example in design and technology, but mathematics is not systematically planned for in some subjects. The subject leader conducts a lunchtime computer club for pupils to develop their mathematical skills, and has plans to develop the use of ICT in numeracy lessons.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards in the school are improving. Pupils' achievement is good including pupils with special educational needs.
- Teachers are confident and have good subject knowledge and this is an improvement since the last inspection.
- The pupils learn quickly because most work is practical and there is a high focus on scientific enquiry.
- Assessment procedures effectively track pupils' progress.
- Pupils are sometimes reluctant to contribute during class question and answer sessions.

Commentary

49. By the end of Years 2 and 6, most pupils are on course to achieve the expected standard and most achieve well in lessons. National test results over the last three years have shown that standards are improving by the end of Year 6. Standards have risen since the last inspection as a result of the implementation of the national planning guidelines, the improved knowledge of the staff and the good teaching in lessons. The improved standards result from the higher emphasis that is now given to the development of pupils' skills in scientific enquiry. Pupils' recorded work in Year 2 shows their increasing knowledge of scientific facts and an understanding of different aspects of science, such as materials. In a very good Year 4 lesson, pupils recorded work showed their ability to use scientific language accurately and plan a fair test in their work on temperature. Pupils in Year 6 achieve well because they are given increasing levels of responsibility and the teacher expects high standards. Their abilities to make predictions by applying their scientific knowledge are improving.
50. Teaching is good and in some lessons very good, because teachers have a good knowledge of the subject and give clear explanations and demonstrations to the pupils. Close attention is given to making sure pupils are clear about what they are expected to do and this helps pupils to understand the purpose and relevance of their work. Pupils enjoy lessons and most give their full attention to working carefully and successfully. Most lessons begin with a recap of previous learning, so that pupils can consolidate what they know and are prepared for the next stage. This was particularly effective in a Year 6 lesson to investigate the effect of yeast on dough.
51. Subject leadership is good. The development of assessment procedures has ensured that pupils' progress is tracked through the school. Pupils' responses to units of work are evaluated on completion of the unit. The outcomes of analysis of National Test results are used to improve future learning. As a result of the 2003 analysis, teachers are now giving more attention to developing the pupils' skills to draw out conclusions following investigative work. Whilst teachers are skilled in selecting questions to challenge and extend pupils' learning, pupils are frequently slow to respond and rely on other class members to make contributions. Teachers try to encourage the pupils to use scientific language to explain their ideas but this is not well developed.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teaching is good overall and teachers and many teaching assistants have good subject knowledge.
- The new ICT suite is being well used and making a good contribution to the pupils' achievement.
- The subject is not used consistently to support learning across the other curriculum subjects.

Commentary

52. Standards of pupils' work are average at the end of Year 2 and they are above average at the end of Year 6. This represents very good improvement since the last inspection when standards were below those expected. The very good improvement in standards and provision since the previous inspection has resulted from the school's success in raising the quality of teaching and in providing hands-on experiences for all pupils in the recently established ICT suite. Pupils in Year 2 have developed good keyboard skills and use a wide range of icons. In a good Year 2 lesson, the pupils competently used their keyboard skills to word process a short story. Pupils with special needs also achieve well because they receive specific adult help and have time to practise their skills. In Year 6, pupils were preparing their own multi-media presentations to present to Year 5 pupils focused on a visit to a farm. The task was set in a purposeful context which prompted the pupils to consider who their audience would be as they planned their slides. Some of the presentations were of a good quality.
53. Pupils use the computer suite at least once weekly and this involves direct teaching of ICT skills. Some teachers also 'book in' for other sessions to support learning in other subjects and this represents good practice but is not yet consistent throughout the whole school. Teaching ranges from good to very good and all staff have improved their skills in teaching the subject. The staff are enthusiastic about the subject, so the pupils respond with enjoyment.
54. Leadership and management of the subject are good. The co-ordinator has a good knowledge of standards throughout the school and is working effectively for further improvement. A subject portfolio is being assembled and this indicates the range of skills the pupils are taught. Procedures to assess pupils' progress, devised by the subject leader, are effective and lead to the successful tracking of pupils' skills.

Information and communication technology across the curriculum

55. The use of ICT across the other subjects is developing; however this is as yet inconsistent. Whilst there is evidence of the use of ICT in some other subjects such as literacy, mathematics and science, there is room for further improvement in the use of the ICT suite and classroom computers. The subject leader is aware of this aspect and there are plans for developments in the future action plan and a wider range of software is to be purchased, including that for data logging.

HUMANITIES

Geography and **history** were only sampled during the inspection. Very few lessons were observed in either subject and no judgement is possible on the overall quality of provision or standards. However, it is evident from a scrutiny of pupils' work that there is good coverage of the requirements of the National Curriculum. Staff enrich the curriculum by well planned visits and visitors to school. Pupils in all classes are able to practise their skills in speaking, listening, reading and writing and this is having a positive impact on standards of literacy. The staff have prioritised the need to look for appropriate links between these two subjects and English and ICT and this is evident in their planning. The work of older pupils, in particular, shows evidence of good research using the Internet and reference books. Pupils also use the skills that they learn in English lessons, such as note taking and writing non-chronological texts, to good effect.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Staff use resources such as artefacts and the Internet well to promote understanding and appreciation of the main tenets of world faiths.
- Staff make good use of local places of worship for visits that help the pupils' understanding.
- More could be made of links with other faith traditions to promote the pupils' awareness of world faiths other than Christianity.
- Opportunities to use the subject to promote skills of literacy are generally good, though there are examples of pupils copying teachers' writing rather than composing their own pieces.

Commentary

56. Attainment at the end of Year 6 is broadly in line with the expectations of the locally agreed syllabus and pupils' progress is satisfactory. It was not possible to judge the attainment of pupils at the end of Year 2. In two lessons observed, both involving junior-aged pupils, two key strengths in provision emerged: the use of visits to local places of worship and the use of artefacts to stimulate interest and discussion. As a result, the learning in both lessons, one of which focused on the ecumenical movement in the Christian Church and the other on Sikhism, was good. Pupils displayed a growing awareness of the nature of different religions and the importance of their beliefs, symbols and codes of conduct. However, there are few visits made to places of worship other than different denominations of local Christian churches, and few visitors from other faiths to make the pupils' experiences more first-hand.
57. Only two lessons were seen during the inspection, so it is not possible to judge the quality of teaching overall. Subject leadership is satisfactory. The subject leader has a keen interest in developing provision and monitors teachers' planning regularly to confirm curricular coverage. There is a school-wide emphasis on using foundation subjects to improve skills of speaking, reading and writing and this is having a positive impact on standards of literacy. However, there are still examples of pupils' work being copied from texts and worksheets, rather than pupils using their own skills. There is also some evidence of teachers not making enough allowance for the different levels of attainment in their classes. This was evident in a scrutiny of pupils' work. The subject is part of the three-year school improvement plan and has its turn as a focus, as do all subjects.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

It was only possible to sample creative, aesthetic, practical and physical subjects. No overall judgements have been made. From the evidence obtained, it is possible to draw out some particular strengths.

Main strengths and weaknesses

- Pupils have very good opportunities to participate in sports and the arts.
- Excellent links with the Intake Arts College has a significant impact on pupils' achievement in art, dance, drama and music.
- Subject leadership is enthusiastic and very well informed.

Commentary

58. **Art and design** has a secure place in the curriculum and pupils' learning is enhanced through the emphasis on skills and techniques. The use of visual images helps to overcome learning difficulties for pupils with special educational needs. Sketchbooks are used well to gather information and test particular techniques, such as shading. The subject is frequently used to support and extend learning across the curriculum, for example, through Tudor portraits in the mixed Years 3 and 4. Pupils in Year 1 use their literacy skills to design a poster inviting people to a museum. All pupils study the work of great artists and explore line, pattern, colour, tone and shape. Pupils in Year 6 particularly enjoyed studying the work of Seurat. Their attempts at pointillism were of a high standard and they showed skill in shading and blending techniques, using oil pastels. All pupils have experience of textiles and clay. Pupils in Years 5 and 6 have opportunities to carry out three-dimensional, and other work, in the art studio at Intake Arts College. Progression is good as pupils move through the school, for example, in their observational drawings. Pupils are encouraged to evaluate their work and suggest ways in which it can be improved. Resources are very good. The subject leader recognises the need to improve assessment procedures and develop the use of ICT.
59. **Design and technology** has a high profile in school. There is a consistent approach to planning, designing, making and evaluating products. Teachers' planning, pupils' design and technology planning books and discussion with the subject leader show that the subject is taught regularly and skills are developed progressively. Resources are very good and are used well. Pupils undertake a broad range of designing and making activities. Their annotated designs, planning and evaluations are of a high quality and they use their literacy and mathematical skills well. Work on display around school is of a high standard. Examples of work suggest that food technology is also taught well. The subject leader aims to develop the use of ICT in the design process and to further improve procedures to assess pupils.
60. **Music** permeates the life of the school. The school is fortunate in that it is one of eight schools in the area that each receives two hours support every week from the Intake Arts College. Pupils in Year 5 receive a term's tuition on keyboards and a term's tuition on drums. They receive similar opportunities in Year 6. In addition, pupils in Years 5 and 6, if they so wish, can have additional guitar and drum lessons, at no cost. Gifted or talented pupils attend free classes on Saturdays, where they receive tuition in guitar and singing. The curriculum is further enriched by visits to the school from Leeds Philharmonia, the Intake Arts College concert band and a local string quartet. All pupils in Year 5 learn the recorder. Every child in the school participates in the annual Christmas production. At the end of each year, all Year 6 pupils take part in a special production. During the inspection, pupils in Year 1 identified a range of instruments and learned to recognise and play notes of different duration. In a singing lesson, links were made with literacy, as junior-aged pupils sang a song, the verses of which had been written by pupils, to the tune of *Work Calypso*. Because of very good teaching and skilled accompaniment on the piano, pupils develop their ability to sing expressively with good enunciation and to accompany the singing on percussion instruments. As they perform rhythmically simple parts, they recognise how different musical elements can be combined and used expressively.
61. In **physical education**, only one Year 6 lesson was seen, and this was led by a visiting dance teacher. However, the school provides a wide range of physical activities for all pupils. The school also has additional equipment provided through the Top Sports project. There are many extra-curricular clubs, which contribute to the pupils' achievement in sport.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education is **good**.

Main strengths and weaknesses

- Policy statements are good.
- Staff have a high commitment to the development of pupils' skills.
- *Circle time* is included in the timetable for all year groups.

Commentary

62. The curriculum provides very well for this aspect of pupils' development. The policies direct teachers' planning successfully and a scheme of work ensures that pupils receive appropriate teaching in respect of sex education, drugs awareness and the development of interpersonal skills. Very good use is made of the local area as a resource for learning and this also develops a sense of community in the Stanningley area.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
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	1
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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