

# INSPECTION REPORT

## **CHAPEL ALLERTON PRIMARY SCHOOL**

Harrogate Road, Leeds

LEA area: Leeds

Unique reference number: 107903

Headteacher (Acting): Mrs Narinder Gill

Lead inspector: Mr Andrew Scott

Dates of inspection: 23<sup>rd</sup> – 26<sup>th</sup> May 2005

Inspection number: 266586

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Middle deemed Primary  
School category: Foundation  
Age range of pupils: 3 - 11  
Gender of pupils: Mixed  
Number on roll: 462

School address: Harrogate Road  
Leeds  
West Yorkshire  
Postcode: LS7 3PD

Telephone number: 0113 2624851  
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Appropriate authority: The governing body  
Name of chair of Ms Steph Ward  
governors:

Date of previous 1 March 1999  
inspection:

## **CHARACTERISTICS OF THE SCHOOL**

This is a large city school situated to the north of the centre of Leeds. It has 462 pupils who mainly come from the immediate neighbourhood. Numbers have been falling slightly in recent years but a recent recruitment drive has seen pupil numbers begin to rise. About half of the pupils come from white British families and most of the other pupils come from Indian, Pakistani and Caribbean family backgrounds. Approximately a fifth of pupils do not have English as their first language but only a few of these require specialist language support. There are two asylum-seeking pupils. Overall, pupils come from average social backgrounds. Pupils start school with a wide range of abilities but, at present, they begin with knowledge and skills that are below average. An increasingly significant number of pupils leave or join school after the age of four and this sometimes impacts on standards. About a sixth of pupils have special educational needs, which is broadly average, and most of these pupils have speech and communication problems. There is one pupil with a statement of special educational need.

An acting headteacher has been in post since January 2005, and a new headteacher has been appointed for September 2005. The school is part of the Excellence in Cities initiative which has benefited the provision for learning mentors, in particular. The school achieved a Social Inclusion Charter Mark in 2002 and the Healthy Schools Award in 2004.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2754 5	Mr Andrew Scott	Lead inspector	Mathematics
			Music
			Physical education
			English as an additional language
3267 8	Mrs Kathryn Dodd	Lay inspector	
2245 2	Mrs Mary Farman	Team inspector	The Foundation Stage
			Science
			Geography
			History
1470	Ms Kate Ford	Team inspector	English
			Art and design
			Design and technology
3034 6	Mrs Pam Lowrie	Team inspector	Information and communication technology
			Religious education
			Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school is providing a satisfactory education for its pupils.** The clear sense of direction and infectious energy of the acting headteacher have succeeded in strengthening the quality of teaching. As a result, pupils achieve satisfactorily, although standards are still not high enough in English and mathematics by Year 6. The school provides well for the personal development of its pupils and generates a good ethos for learning. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- The very effective leadership of the acting headteacher has enabled the school to make rapid progress in a short time.
- Pupils develop well into considerate and well-rounded individuals because the school takes good care of them and provides ample scope for their personal and social development.
- Not all teachers use their knowledge of pupils' abilities shrewdly enough to provide work that meets the needs of all pupils, especially more able pupils.
- The well-structured and consistently effective provision for children in the Foundation Stage gives them a good start to school.
- Pupils achieve well in science and art and design by the time they leave school.
- Although satisfactory, the curriculum is not rich and diverse enough to broaden pupils' horizons and help them achieve their full potential.
- The governors and senior staff do not analyse the progress of the school with sufficient rigour to help them to establish clear and incisive plans for improvement.
- The school works hard to improve the level of attendance.

The school has made unsatisfactory progress since the last inspection. Standards have improved in English and science by Year 2, and attainment in art and design has improved. However, standards are lower in English and mathematics by Year 6. Teaching and learning are satisfactory, rather than good, because teachers do not make good use of assessment data. The level of attendance has fallen, and the contribution by senior teachers and governors is less effective.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	B	C	D	D
Mathematics	B	C	D	D
Science	C	C	B	B

*Key: A\* - very high; A - well above average; B - above average; C - average; D - below average; E - well below average; E\* - very low*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Pupils' achievement is satisfactory.** Children enter school with abilities which are below those expected for their age, they achieve well in the nursery and reception classes and reach the goals expected of them at the end of the reception year. By Year 2, pupils continue to achieve well in reading and writing, and standards are above those expected. In most other subjects, including mathematics and science, standards are in line with those expected and achievement is satisfactory. By Year 6, standards in English and mathematics are currently below average but even so, for this year group, this represents

satisfactory achievement. Pupils' attainment in most other subjects is in line with expectations, except in science where it is above the national average. In art and design, attainment is above expectations throughout the school. The achievement of pupils with special educational needs or who do not have English as their first language is satisfactory.

**There is good provision for pupils' personal development, including their social and moral education; their cultural and spiritual development is satisfactory.** Pupils have good attitudes to work and mostly behave well both in and out of lessons. The level of attendance is average.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory overall.** In the nursery and reception classes, teaching is consistently good and so children make good progress. Elsewhere, teaching and learning are generally satisfactory with some good teaching, especially in Years 1, 2 and 5. However, teachers do not routinely use assessment well to set work which challenges and extends all pupils. The curriculum is satisfactory overall. There is an appropriate framework based on recognised schemes of work. The everyday curriculum is not very stimulating, but it is adequately enriched by visits and after-school clubs. There is satisfactory provision for pupils with special educational needs and for pupils who have English as an additional language. The accommodation is satisfactory. Most classrooms are of a reasonable size, but a few are small and inhibit practical activities. The school takes good care of its pupils; pupils feel secure and valued within school. There are satisfactory links with parents and other schools, and good links with the community.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are satisfactory.** In her short time in post, the acting headteacher has been very effective in creating a fresh impetus among staff and establishing some key short-term priorities for development. The leadership by key staff is satisfactory. The acting headteacher has succeeded in strengthening their responsibilities so that most of their roles are more clearly defined and influential. The management of the school is satisfactory. The school has adequate systems for evaluating its own progress but key staff have not in the past devised good enough action plans for the development of subjects. Governance is satisfactory and all statutory requirements are met. The governors are very supportive and sufficiently involved in the development of the school but do not always hold the school to account rigorously enough.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents and pupils have a good opinion of their school. Parents particularly like the quality of teaching, staff expectations of work and behaviour and the impact of the acting headteacher. They feel comfortable approaching the school with issues and believe they are kept well informed about their children's progress. Pupils echo their parents' views, especially with regard to teaching, and also appreciate the support for learning and the emphasis on personal development. The inspection team agrees with most of these views but considers that teaching is not as effective as it could be and that the school does not give clear enough messages about pupils' achievement.

## **IMPROVEMENTS NEEDED**

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

- Analyse its own progress more objectively to establish clear and incisive plans for improvement.
- Ensure that all teachers provide work that meets the needs of all pupils, especially more able pupils.
- Provide a curriculum that is rich and diverse enough to motivate pupils.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

The achievement of pupils is satisfactory overall and standards are mostly average throughout the school. Compared to the previous inspection, standards have deteriorated in English and mathematics but have improved in science. However, children achieve well in the Foundation Stage and reach the goals expected of them by the end of the reception year.

#### **Main strengths and weaknesses**

- Standards in English and mathematics by Year 6 are below the level expected of 11 year-olds.
- Standards in science and art and design are above expectations by Year 6.

#### **Commentary**

1 Children begin school with skills and abilities that are below the expected level for their age. This can vary from year to year and, in some years, children's attainment on entry to the school is broadly in line with expectation. In the nursery and reception classes, children achieve well because of good teaching and most are on course to reach the goals expected of them by the end of the reception year.

2 In the national tests of 2004, the standards of pupils in Year 2 were well above average in reading and writing, compared to schools nationally and those in a similar socio-economic context. In mathematics, standards were above the national average and that of similar schools. Teachers' assessments of pupils' standards in science showed these to be also above average. Standards overall have kept above the national trend in recent years and results in reading and writing have been steadily rising. Test results in mathematics have fluctuated between below and above average. There is little significant difference between the attainment of boys and girls in mathematics, but girls have tended to perform better in reading and writing.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2004***

Standards in:	School results	National results
reading	17.1 (16.9)	15.8 (15.7)
writing	16.6 (16.5)	14.6 (14.6)
mathematics	17.1 (16.0)	16.2 (16.3)

*There were 57 pupils in the year group. Figures in brackets are for the previous year*

3 Pupils' achievement in the current Year 2 is satisfactory overall. They achieve well in reading and writing, and so standards are above average. Pupils read with confidence and some fluency, and write well in a range of styles. In mathematics, standards are broadly average; pupils are competent in basic number but not very skilful at using their knowledge to solve simple problems. Pupils' attainment in science, information and communication technology (ICT), religious education and all other subjects are judged to be in line with expectations, except for art and design where they are above expectations.

4 In the national tests of 2004, pupils in Year 6 achieved standards in English that were below average compared to schools nationally. They were also below average compared to schools in a similar socio-economic context and schools where attainment was similar at Year 2. Standards in mathematics were below average compared to national and similar schools. However, standards in science were above average compared to national and similar schools. There has been little significant difference between the attainment of girls and boys, and the results over recent years have kept in line with the national trend.

**Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	26.3 (26.8)	26.9 (26.8)
mathematics	26.3 (27.1)	27.0 (26.8)
science	29.4 (28.6)	28.6 (28.6)

*There were 57 pupils in the year group. Figures in brackets are for the previous year*

5 The achievement of pupils between Years 3 and 6 is satisfactory. Standards in English have improved since last year and, although they are below average, pupils have made reasonable progress since they were in Year 2. Pupils speak and listen satisfactorily, but their reading and writing lacks fluency and expression. Standards in mathematics are also below average. Pupils are competent in basic number skills but, like younger pupils they lack good mental agility to develop and deploy suitable strategies for solving problems. By contrast, standards in science and art and design are above expectations. Attainment in most other subjects is in line with expectations, but it was not possible to judge attainment in geography, history and design and technology.

6 Pupils with special educational needs achieve satisfactorily. They do not consistently benefit from work which is finely tuned to meet their needs in lessons, but the support they receive from adults, especially in group activity, enables them to make adequate progress towards their individual targets. Pupils who do not have English as their first language become readily proficient in the language, enabling them to achieve as well as other pupils.

**Pupils’ attitudes, values and other personal qualities**

Pupils have good attitudes to learning and their behaviour is good. Pupils’ personal, spiritual, moral, social and cultural development is good overall. Attendance is satisfactory. Provision overall is similar to that seen at the time of the last inspection.

**Main strengths and weaknesses**

- The strong emphasis on pupils’ personal development across all groups leads to a good level of racial harmony.
- The school has good procedures for ensuring good behaviour, but not all teachers are consistently effective.
- The good relationships between pupils and between pupils and adults are beneficial to learning.
- The school could do more to promote pupils cultural and spiritual development.
- Very good procedures to promote attendance are beginning to have a positive impact.

**Commentary**

7 Teachers are keen that pupils develop good attitudes to learning. They patently succeed because pupils' enthusiasm for work is apparent in lessons. Pupils respond well to challenges and mostly try hard to do their best. They are supportive towards each other and work well in pairs and groups, encouraging one other to persevere and think of suitable answers. This leads to positive and productive learning. Teachers frequently give praise in lessons and this motivates pupils further. In some lessons, though, teachers are not rigorous enough in their expectations and, in these lessons, pupils' concentration wanes and learning is satisfactory, at best.

8 Behaviour in and around the school is mostly good. Teachers establish clear guidelines and expectations in the Foundation Stage, and these continue throughout the school. Pupils respond well, respecting the reasonable rules in classrooms and in the playground. They walk sensibly around the school and are generally considerate to each other and adults. Learning mentors are effective at supporting pupils with the most challenging behaviour. However, a few teachers are not firm enough and find it difficult to deal with any misbehaviour and, as a result, the flow of learning is disrupted in some lessons. There were three exclusions last year for disobedience and aggressive behaviour, but no exclusions during the current year.

***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	190	1	0
White – Irish	3	0	0
White – any other White background	14	0	0
Mixed – White and Black Caribbean	50	1	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	14	0	0
Mixed – any other mixed background	11	0	0
Asian or Asian British – Indian	55	0	0
Asian or Asian British – Pakistani	53	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	5	0	0
Black or Black British – Caribbean	28	0	0
Black or Black British – African	6	0	0
Black or Black British – any other Black background	23	0	0
Any other ethnic group	4	1	0
No ethnic group recorded	3	0	0

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

9 The school values its diverse pupil population. All staff work hard to promote good relationships amongst all pupils, and so pupils respect each other's values and feelings. Pupils from every ethnic group are integrated well into the life of the school. This gives all pupils a clear sense of being part of a community, and there is very good racial harmony. The school works hard to provide work that helps pupils to understand about rights and

responsibilities, fair trade issues and poverty. This also helps them to be aware of racial, economic and cultural stereotypes.

10 Although the provision for pupils' moral and social development is good, their spiritual development is no more than satisfactory. The school uses assemblies to promote spirituality and to encourage pupils to reflect on, for example, achievement. However, some assemblies have no link with religion and are not uplifting because the presentation is low-key and at present there is only communal singing for pupils in Years 1 and 2. Opportunities are also missed in lessons for pupils to explore their own thoughts and muse on the less obvious things in life. Cultural development is also satisfactory. The school celebrates a suitably wide range of festivals such as Eid, Diwali, Chinese New Year, Jewish celebrations and Christian festivals. It encourages pupils' participation in art and design and music but does not yet give enough emphasis to the diversity of cultures within the school.

### **Attendance**

11 Pupils' attendance has deteriorated since the previous inspection, when it was good. Although the table below shows that the school's attendance rate last year was close to the national average, current figures indicate a further decline. The school has, rightly, identified this as a barrier to raising pupils' achievement and a priority for improvement. As a result, very good steps are now being taken to promote good attendance to both pupils and their parents. Learning mentors are making a significant contribution to this and the signs are that these are working. However, current reporting procedures require parents to inform school of their child's absence by letter, often upon their child's return. This undermines the efforts made to follow up absence quickly, to build better relationships with parents and to ensure the safety and well being of its pupils.

#### ***Attendance in the latest complete reporting year (94.6%)***

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.1
National data	5.1	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 that the school provides for its pupils is satisfactory overall. Teaching and learning are satisfactory, but good in the Foundation Stage. The curriculum is satisfactory and there is good provision for pupils' personal, social and health education. The good relationships between staff and pupils ensure that all pupils are well looked after and cared for. There are satisfactory partnerships with parents and other schools and good links with the local community, all of which benefit pupils' learning.

#### **Teaching and learning**

The quality of teaching and learning is satisfactory. Assessment is unsatisfactory.

#### **Main strengths and weaknesses**

- There is a positive atmosphere in most classrooms, because teachers encourage a healthy attitude to learning.

- Not all teachers, especially between Years 3 and 6, use their knowledge of pupils' abilities enough to provide work that fully meets the individual needs of all pupils.
- Teachers make good use of resources to help introduce new learning, so that pupils readily understand.
- Teaching in the Foundation Stage is consistently effective and so pupils achieve well.
- Occasionally, teachers do not act decisively enough to curb inappropriate behaviour, and so pupils lose concentration and do not achieve as well as they should.
- At times, pupils' learning is restricted by humdrum activities and a slow pace.

## Commentary

12 Teaching is not as good as it was at the last inspection, when it was considered good. At present, teaching is satisfactory overall although it can be good, notably in the Foundation Stage and also in Years 1, 2 and 5. Teachers are well intentioned and keen for their pupils to succeed. In effective lessons, teachers are good at organising their lessons so that little time is lost for learning. Pupils appreciate the faith that teachers have in them and that their contributions in lessons are valued and praised. As a result, pupils generally concentrate well and are eager to complete the work set. In a Year 2 science lesson, for instance, pupils classified mini-beasts with a sustained enthusiasm.

13 However, teachers do not all plan lessons consistently effectively so that work is suitably challenging and stimulating for all pupils. Too often, pupils are given similar work. Consequently, less able pupils struggle and appreciate support from teaching assistants to make reasonable progress. In a Year 4 English lesson, many pupils found creating an advertisement too challenging, so their contributions to discussion dwindled. Quiet support from the teaching assistant reassured many of the pupils. More able pupils tend to find much of their work well within their capabilities, and so do not achieve as well as they could. A mathematics lesson on dates in Year 3 was too easy for more able pupils, so their interest quickly diminished. Teachers have reliable assessment information on which to base their teaching but do not use it effectively. When they are more thoughtful about assessment, there is better learning, as seen in reading and writing in Years 1, 2 and 5.

14 Teachers mostly introduce new learning well in lessons. They are clear when explaining what pupils need to learn when presenting new topics and concepts. Year 6 readily understood how to rotate their activities in a physical education lesson and so the lesson proceeded smoothly. Usually, teachers use resources sensibly to reinforce learning. The newly acquired interactive whiteboards are regularly used to illustrate concepts, such as simple algebraic formulae. On occasions, though, teachers do not provide enough examples or clarity for pupils to understand fully, and so pupils' progress in these lessons is not as good as it should be.

15 Children benefit from a good start to school in the nursery and reception classes, because teaching is fundamentally good. Teachers are well aware of the individual needs of children and plan work that strengthens existing learning whilst extending skills, knowledge and understanding. Activities are all very focused and the supportive, astute guidance by all staff, teachers and support assistants means that children sustain concentration on their tasks and benefit from sensitive guidance when needed. Teaching is varied and interesting, and children are motivated to learn.

16 In some classes and in some subjects, teachers are not good at managing pupils' behaviour. Mostly, pupils are well-behaved and are responsible, knuckling down to work, even when it is not very inspiring. There is misbehaviour and a lack of respect in some lessons in Years 3 and 4, in music lessons and, at times, in other year groups. This happens when teachers do not make their expectations clear and act decisively to deal with

any foolish or rude behaviour. In these lessons, learning is usually no better than satisfactory and can be unsatisfactory. In addition, not all teachers set the right tone in lessons in the way they speak and present themselves, and so do not naturally command respect from the pupils.

17 Teachers do not always make lessons interesting enough. Pupils enjoy practical activities when they occur. Pupils in Year 6 were certainly eager to investigate the texture of pigments and pupils in Year 4 rose well to the challenge of generating posters in ICT. Too often, though, teachers give pupils routine lessons, with too little reference to real life, and pupils are required to complete too many mundane worksheets. In mathematics, for example, pupils seldom relate their work to situations like shopping and sport, and, in English, pupils do not have enough scope to develop their creative writing. In such lessons, the pace of learning does not tend to be any better than satisfactory.

**Summary of teaching observed during the inspection in 51 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3 (6%)	23 (45%)	22 (43%)	3 (6%)	0	0

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

**The curriculum**

The school provides its pupils with a satisfactory curriculum, enriched by a satisfactory range of extra activities. The accommodation, staffing and resources for learning are all satisfactory.

**Main strengths and weaknesses**

- The provision for personal, social and health education, both informal and planned, helps pupils develop into confident, young people.
- Children in the Foundation Stage enjoy a rich and varied curriculum which enables them to achieve well.
- The curriculum is enhanced by visits and opportunities for pupils to work with visitors, but teachers could do more on a day-to-day basis to stimulate and enrich pupils' learning.
- Teachers do not make the most of opportunities to develop literacy, numeracy and ICT through other subjects.
- The curriculum for art and design is broad and stimulating so that pupils achieve well.

**Commentary**

18 The school succeeds in developing pupils as well-rounded individuals. The relaxed, supportive and positive ethos of the school, generated by all staff, enables pupils to gain self-confidence and be considerate of others. More formally, teachers plan lessons weekly in which pupils discuss and reflect on issues relating to the environment, the community or to themselves. These lessons provide satisfactory opportunities for pupils to have their views heard and valued. However, this provision is not as effective as it might be, because there is not a consistent and coherent approach by all teachers. Pupils personal and social development is reinforced by the increasing involvement of the school council in the life of the school.

19 Children in the Foundation Stage benefit from a rich, well-planned curriculum. The range and nature of their curriculum experiences ensures that children attain all their early learning goals and have a secure basis for their future learning and achievement. Staff provide a good blend of independent and teacher-directed activities, so that children receive clear guidance but have ample scope to learn by experience. The resources and facilities for work and play, inside and outside, are plentiful and stimulating, and so children are eager to learn.

20 The curriculum is similar overall in relation to the previous inspection, although the quality of teachers' planning is not as good. Teachers are not creative or thoughtful in their preparations. They broaden the curriculum satisfactorily through visits to places of interest, working with visitors to the school and special events such as Book Week. These initiatives extend the curriculum usefully but, on a day-to-day basis, teachers do not do enough to enrich pupils' experiences. For example, literature is not promoted energetically enough to foster a love for books in all pupils. In mathematics, the subject is rarely enlivened by linking problem-solving to real-life situations. In music, the choice of songs does little to motivate the older pupils, especially boys, to sing.

21 Teachers do not provide enough opportunities for pupils to develop their skills in English, mathematics and ICT in other subjects. There are some instances of such practice, as when pupils use ICT to record data and experiments in science. In history, pupils in Year 5 develop their literacy skills when reading up on life in Tudor times. However, such activity is not commonplace and good chances are missed. For example, mathematical skills are not used systematically in the design stages of pupils' work in design and technology. ICT is not used regularly to support pupils' learning in English.

22 The curriculum for art and design is diverse and comprehensive. It enables pupils to learn new skills, as well as developing a personal perspective on different art forms and artists. Pupils in Year 2, for instance, create straw sculptures in the style of Andy Goldsworthy, and pupils in Year 6 explore the impact of colour and design in their work on pop art. It is a subject which enriches pupils' experiences and broadens their horizons, contributing effectively to their personal and academic development. The bright and uplifting displays around the school share the creativity for all to see and help to boost pupils' self-esteem. A weekly art club enhances the school's provision and provides valuable scope for pupils to extend their skills.

### **Care, guidance and support**

Arrangements for pupils' care, welfare, health and safety are good. Support, advice and guidance for pupils, based on the monitoring of their achievements and personal development, are satisfactory. Pupils' involvement in the work and development of the school is also satisfactory.

### **Main strengths and weaknesses**

- The good relationships throughout the school mean that pupils feel secure, and work well to support one another.
- The work of the learning mentors is a valuable resource for pupils who need emotional support.
- Although teachers give pupils adequate guidance to help them improve their work, but the use of clear, specific targets to improve standards is inconsistent.
- The school council plays a useful role in the development of the school, but the school does not take enough account of the views of younger pupils.

## **Commentary**

23 Overall, the provision of care has remained as good as it was at the last inspection. The positive rapport between staff and pupils underpins much of the school's work. Staff show keen interest in pupils as individuals and are eager for them to prosper emotionally and socially. The school shows a good regard for the physical well-being of its pupils by being security-conscious and providing good health advice. As a result, pupils are relaxed, as well as comfortable in the knowledge that there is always someone to turn to in time of need. The Befrienders initiative has been particularly successful in that older pupils are ever watchful in the playground and offer valuable support to anxious or lonely pupils. The school is in the process of revising its policy on racial equality but its provision is clearly very effective. There is total and natural integration of all pupils, regardless of their background; pupils are simply pupils.

24 The introduction of learning mentors has benefited a significant minority of pupils. Working together with key teachers, the mentors offer close and confidential support to pupils who experience problems in their work or personal life. They work sensitively in lessons, providing moral support and good sense. They monitor the work of the Befrienders and offer guidance in individual discussions with pupils. This is not always easy because the learning mentors do not have a private area in which to work. The mentors are also effective in preparing pupils for their move to secondary school, allaying fears and explaining new systems.

25 Although the school is supportive of pupils' personal development, it is less effective in guiding pupils' academic progress. Teachers record how well pupils perform in tests and this provides a useful overview of the progress of each pupil over time. However, teachers do not then use this information consistently to pinpoint areas of concern and specify clear targets so that pupils know exactly what they need to do to improve. When they are set, teachers do not regularly update the targets and their quality is too variable.

26 The school takes satisfactory account of pupils' views. There is a groundswell of opinion among pupils, for example, that the dining hall is an unpleasant and uncomfortable place to eat lunch. The school has responded readily to their concerns and is already looking at possible solutions. The school council is effective in discussing activities, such as fund-raising efforts, and the members learn how to conduct formal meetings. However, the school council does not set its own agenda and, until recently, has not been properly consulted about the school's development. In addition, the council is confined to pupils between Years 3 and 6, which denies younger pupils a valuable opportunity to voice their views.

## **Partnership with parents, other schools and the community**

The school's links with parents and other schools are satisfactory. Links with the community are good.

## **Main strengths and weaknesses**

- The school has done well recently to foster a better rapport with parents.
- The school could do more to keep parents well informed about the progress of their children.
- The school prepares pupils well for their move to secondary school.
- Strong links with the community help pupils appreciate the workings of the wider world.

## **Commentary**

27 The school's liaison with parents is not as good as it was at the last inspection. Parents appreciate the open-door policy of the school and that all staff are happy to discuss their children's progress. The acting headteacher and other teachers are often in the playground at the start of the school day so that parents have a ready point of contact. Good information is provided about the school's activities. However, parents are not involved enough in their children's learning. The school has not given parents suitable guidance about how to support schoolwork at home and has not encouraged parents enough to help with learning in classrooms.

28 The school gives parents adequate information about how their children are achieving. The curriculum newsletters provide a helpful overview of the areas of study for each term, although the information varies considerably from year group to year group, and so is not always helpful enough. The formal evenings for parents to discuss their children's work are appreciated by parents but are not wholly successful because some parents consider that they do not receive enough information. Annual reports on progress of individual pupils give reasonable comments about progress but do not set specific targets so that parents know how their children can improve.

29 The school does well to help pupils towards the next stage of their education. The preparations for secondary school are quite complex because pupils choose a number of different schools. Nevertheless, pupils learn practical matters such as how the school is organised and what equipment will be required. All pupils visit their secondary school for a taster day when much of the information is obtained. The learning mentors work with small groups of pupils to discuss and address any concerns and visit the secondary schools in the autumn term to check how well pupils have made the move.

30 Pupils' learning benefits from involvement with the community. Clergy from different faiths visit the school and sometimes lead assemblies. The community policeman makes regular visits to discuss issues of law and order, and local councillors call to discuss community matters. Coaches from Leeds United Football Club sometimes supply football training. Pupils have also made good use of local facilities. One group visited the City Learning Centre to use its ICT facilities and other pupils have been to a nearby restaurant to sample different food as part of a project.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are satisfactory. The leadership of the acting headteacher is very good. The leadership of key staff, the management and the governance of the school are all satisfactory. The school deals satisfactorily with any aids and barriers to learning.

### **Main strengths and weaknesses**

- The very effective leadership of the acting headteacher has enabled the school to make rapid progress in a short time.
- The deputy headteacher does not play an effective enough role in the school.
- Whilst their overall contribution to the school's development is satisfactory, subject leaders are not all skilful enough at analysing their subjects and inspiring decisive improvement.
- Although very supportive and committed to the school, the governing body does not monitor the school's development with enough rigour.

### **Commentary**

31 The acting headteacher has brought great benefits to school in her short time in post. She has introduced a sharply defined, short-term action plan with very good priorities that are already beginning to improve the performance of the school. The plan has only been designed for the two terms the acting headteacher is in post, replacing and improving upon the existing one. She has given key staff valuable guidance and more freedom to develop their roles and responsibilities. As a result, senior staff are starting to evaluate their subjects more reflectively and identify precise areas for improvement. The acting headteacher has established a greater realisation that standards need to be improved and a greater awareness that teaching could be much better. Emphases on pupils' behaviour, planning and attendance are also having a positive effect. Above all, the acting headteacher has ensured, through her own energy, clear-sightedness and honest determination, that the school has a strong sense of teamwork, a willingness to adapt and the right direction for further improvement.

32 The role and contribution of the deputy headteacher are not so effective. At present, the deputy headteacher has a light teaching commitment, but steps in to cover when staff are absent. She is responsible for the provision for special educational needs and for the professional development of support staff. Both these areas are satisfactory but there has been little systematic monitoring or specific support or guidance by the deputy headteacher to improve provision. In addition, she has not been deployed to lead a main subject, such as literacy and numeracy, and so has not been able to take a leading role in trying to improve pupils' standards.

33 Subject leaders are beginning to appreciate the full extent of their role. Until recently, teachers with a responsibility for a subject have not been active enough in evaluating the quality of teaching, learning and the curriculum. There has been no regular pattern of lesson observation or skilled analysis of strengths and weaknesses within subjects. As a result, action plans for development have been too vague and lacked sufficient detail to bring about significant change. However, under the guidance of the acting headteacher, senior staff have developed a growing confidence in their own abilities and an awareness of what needs to be done. In some areas, leadership and management are already effective. For example, the Foundation Stage is well run and so offers good provision.

34 The quality of leadership and management has remained similar to the findings of the last inspection. However, the contribution of governance is not as good, because they have not kept a close enough eye on the school's progress and held it to account when necessary. For instance, the school has not satisfactorily addressed the two key issues from the last report on subject leadership and the cross-curricular use of ICT. In addition, other weaknesses have emerged over time. The governing body has been too reliant on the information supplied by the school. This situation, however, is rapidly changing. The governors are now much more aware of their roles and responsibilities. They acted decisively and shrewdly in appointing the acting headteacher, and have been business-like in appointing a new headteacher. The acting headteacher has enabled governors to be more involved in the school's development and increasingly share their own expertise. They now appreciate all the weaknesses in the school and have a shared resolution to overcome them.

## **Financial information**

35 The school is in a satisfactory financial situation. Although the expenditure per pupil is quite low, the school generates a useful surplus in its budget. The decisions on spending are mostly sensible but the school does not have a consistent system of checking whether its money has been well spent. For example, there is considerable spending on

support staff, which is good, but there has not been enough analysis on whether the number of staff has helped to improve standards. Similarly, teachers have been allocated money for the subjects they lead, but without checks built in to evaluate the success of the spending.

***Financial information for the year April 2004 to March 2005***

Income and expenditure (£)	
Total income	1,009,630
Total expenditure	1,013,560
Expenditure per pupil	2,147

Balances (£)	
Balance from previous year	39,990
Balance carried forward to the next	36,060

## **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**.

36 Teaching is consistently good in the nursery and reception classes and so children achieve well. This reflects the findings of the previous inspection. Teachers provide a good curriculum that meets the individual needs of children. The systematic and effective use of assessment enables all members of staff to check children's progress and achievement in all areas of learning. Most children enter the Foundation Stage with skills and abilities that are below those expected for the majority of three year-old children. They achieve well and most are on target to meet the expected standards by the time they leave the reception classes.

37 The leadership and management of the Foundation Stage are good. The co-ordinator ensures that all adults work well together to support children's learning. This productive teamwork is a strong feature in all classes, providing children with good role models and contributing effectively to the very good relationships between children and amongst children and adults. The school has improved the provision for outdoor learning for reception children since the previous inspection and so children have a wide range of stimulating opportunities to explore in natural surroundings. However, the nursery and reception children do not have opportunities to work together in these areas. This, and the distance between the nursery and reception classes, is a barrier to providing a cohesive Foundation Stage unit.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Consistently effective teaching ensures all children acquire good social skills.
- The positive relationships between staff, children and their parents ensure that children become confident, relaxed and respectful.
- Occasionally, there is too much noise in lessons which disturbs the flow of learning.

#### **Commentary**

38 Children's personal, social and emotional skills are as expected for their age when they enter the Foundation Stage. Consistently skilful, patient and knowledgeable teaching enables all children, including those with special educational needs, to respond well to the high expectations set by staff. Consequently, children achieve well and exceed the goals expected of them. For instance, they settle quickly to tasks with the minimum of fuss and concentrate hard as they work. Adults expect children to tidy up after their work, which they do carefully and without prompting. The consistently good teamwork of adults in all three classes gives the children clear examples of how to work together harmoniously. This ensures children share, take turns well and work calmly with a clear sense of purpose whether on their own or supervised by an adult.

39 All adults continually encourage children to feel confident about their achievements and to express their ideas and thoughts openly. Children, therefore, learn to trust the adults and become more aware of their own and others' achievements. The very supportive relationships give children the confidence and security to ask for help when they need it.

Children's good achievement is as a direct result of the respect with which adults treat them. They settle quickly into school routines because of the close links between school and home. Parents and carers are welcomed into the Foundation Stage and all members of staff take time to talk to them. This helps children realise that staff value their home life.

40 On occasions, children are too noisy in the reception classes. This does not help children to think and reflect calmly on their work. The teachers are aware of this and are already adopting a firmer approach to behaviour.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Teachers provide good opportunities for children to develop their speaking and listening.
- Effective teaching of basic skills means that children become competent in reading and writing.

### **Commentary**

41 Children achieve well in reading and writing and are likely to meet their expected goals by the time they enter Year 1. This is a direct result of the consistently good teaching by all adults. All staff ensure children have plenty of opportunities to increase their skills in speaking. They constantly reinforce acceptable speech patterns and take every opportunity to talk to children. For example, adults set up role-play areas such as cafés and shops, and work alongside the children to engage them in conversation. This helps children realise the importance of speaking clearly and choosing words carefully. They listen attentively and develop appropriate skills in this area of their learning.

42 Very good relationships give children the confidence to talk, share books and read out their own writing. All adults are genuinely interested in what the children have to say and ask them to give reasons for their opinions. This increases children's thinking skills effectively. There is a good emphasis on the use of sounds to help children read and write and so, by the time they leave the reception classes, most children already write sentences independently with well-formed handwriting.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Teachers provide ample scope for children to develop mathematics through fun activities, as well as trial and error.
- The high expectations of teachers ensure that children become confident with basic numbers.

### **Commentary**

43 Teaching and learning are consistently good, because teachers plan work that builds effectively on children's previous experiences. As a result, children achieve well and are likely to attain their expected goals. All adults ensure that tasks are interesting and stimulating to promote and develop mathematical knowledge and understanding. They

make effective use of the outdoor learning area for children to practise counting as, for example, in games of hopscotch. There are, however, no permanent markings for children to park vehicles or play games on.

44 Children have many varied opportunities to count and experiment with numbers. This increases their confidence and makes them eager to try out their own ideas. The most able children already have a good understanding of using numbers to 20 and understand the concept of 'more' and 'less than'. All children sequence and order numbers to 10 and enjoy practising their counting as they chant number rhymes. Adults have high expectations of what the children can achieve and give them many chances to investigate practically. For example, children recognise patterns in everyday objects and quickly learn to produce accurate repeating patterns. These practical experiences prepare children well for future learning.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Well-planned, practical activities excite children's curiosity and promote learning.
- Teachers motivate children by relating learning to everyday life.

### **Commentary**

45 Teaching and learning are good and children achieve well; they are on target to meet the goals expected of them by the end of the reception year. All adults make good use of questions to encourage children to think and explore ideas. For example, children worked happily with batteries and worked out how to make a circuit that enabled a bulb to light. Work is equally interesting and stimulating whether indoors or outside. The effective use of the outdoor learning areas by children from the nursery and reception classes increases their understanding of the natural world well. For example, children begin to appreciate how plants reproduce by watching tree seeds float to the ground. Adults make sure that work flows naturally from the classrooms to outside. This enables children to become more aware of the world around them.

46 Teachers introduce religious education well in the reception classes. Children celebrate a suitably wide range of festivals and learn to respect others' beliefs and practices well. For example, a teacher used the experiences of a Sikh child to give children an insight into Sikh beliefs. This increased the child's feeling of being special and helped other children think about their own religious experiences. All adults ensure that children use computers competently as an integral part of their learning. This increases children's realisation of how ICT supports learning across the curriculum.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Teachers provide good opportunities for pupils to investigate materials and develop suitable skills in using tools.
- Children achieve well because teachers plan a clear focus for all activities.

### **Commentary**

47 The planning for all physical sessions, outside and inside, is good. It gives clear steps of expected progress, which are based on adults' careful observations of previous achievement. This is an improvement from the previous inspection. Adults take every opportunity to increase children's ability to use tools such as scissors and manipulate materials such as play-dough and clay. This means that most children achieve well in developing their skills of handling tools and materials.

48 Teaching is good because all activities have a clearly identified focus. All adults ensure children use the outdoor learning area regularly. This enables children to gain confidence in moving with control and co-ordination as they manoeuvre wheeled vehicles, climb and balance and run safely around these areas. Their achievement in developing their physical skills and awareness of space is good. They navigate skilfully amongst each

other and take great care in balancing safely. There are limited opportunities for children to develop ball control skills outside because there are two small, separate areas. Overall, though, children achieve well and reach the expected standards.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Consistently good teaching by all adults ensures children achieve well in all areas of their creative development.
- Effective use of role-play areas increases children's ability to use their imagination.

### **Commentary**

49 Teaching is consistently good in this area of the curriculum and so children achieve well. Adults give children a wide range of materials and expect them to discuss and select their own resources confidently and sensibly. This increases children's independence and prepares them well for transfer to Year 1. Their finished work shows a suitably good level of attention to finish and detail, and they are quite rightly proud of their achievements. For example, children in the nursery were eager to point out the weaving they had done.

50 A wide range of imaginative areas helps children develop and increase their imagination and act out different scenarios. These interest boys and girls equally. For example, a car repair area was created to help boys develop their speaking and writing skills. Effective teaching of musical skills enables children to sing acceptably melodically and learn many songs from memory. Overall, children are likely to reach the expected goals by the end of the reception year.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- The consistency of effective teaching strategies ensure that pupils achieve well by Year 2.
- The teaching of English for pupils in Years 3 to 6 is variable in quality but good in Year 5.
- Teachers do not use assessment sufficiently well to ensure that appropriately challenging work is always provided for pupils.
- The leadership and management of English has become more effective.
- Teachers do not take full advantage of other subjects to promote literacy.

#### Commentary

51 Pupils in Years 1 and 2 benefit from good teaching which builds well on the good start provided by the Foundation Stage. Teachers and teaching assistants plan and prepare carefully together in their year team. They provide effective whole class and group teaching with thoughtful tasks which challenge pupils. Teachers are good at marking work so that pupils know what they need to do in order to improve. Teachers are mostly effective in their approach to behaviour, their emphasis on mutual respect, the quality of questioning and the forms of classroom organisation needed to ensure that pupils of all abilities are well challenged. For example, pupils with special educational needs benefit considerably from sensitive guidance in withdrawal groups. Overall, most pupils attain standards which are above average for their age. Pupils read with confidence, fluency and interest. Similarly, they write well for their age in a range of genres, such as poetry, extended stories and factual writing. They are confident in speaking and listening and use an interesting range of vocabulary when describing their thoughts and feelings.

52 The quality of teaching and learning overall is satisfactory. The teaching of pupils in Years 3 to 6 is too variable to ensure optimum achievement as pupils move through the school. Some of the momentum created in Years 1 and 2 is lost, although, by Year 6, pupils do sustain their earlier achievements. Teaching is successful in lessons where teachers provide a good level of challenge. This is the case in Year 5 where carefully planned tasks focus closely on the needs and abilities of different groups of pupils, supported by effective questioning, input and discriminating praise from teachers. In such lessons, pupils respond positively, contribute freely and work hard.

53 Elsewhere, teaching is more mundane and can sometimes lead to unsatisfactory learning. This is essentially because not all teachers plan adequately for pupils who have different needs, even when classes have been divided according to ability. There is often too much identical work and too little scope for independent research or activity in the adjacent library areas. This inhibits the learning of more able pupils, in particular. The emphasis on mixed ability groups within the setted literacy lessons works well for pupils with special educational needs, who with appropriate adult support, achieve satisfactorily. This approach does not always meet the needs of average pupils and rarely challenges more able pupils. The school is working to bring teachers' planning into a common format, and there are signs that within year groups, teachers are beginning to work more closely together. However there are still many inconsistencies and little evidence that day-to-day

assessment or self-critical evaluation are having an impact on teachers' planning and teaching.

54 The subject leader is enthusiastic and has a clear overview of the subject. She is well aware of the priorities for English, especially in relation to the monitoring of teaching and learning. There are several useful initiatives in place which should support literacy development, such as a project to promote speaking and listening. Much of this awareness is very recent and so her work has yet to have a significant impact on the quality of teaching and learning. The school is acutely aware of the need to raise standards and is intent on establishing a new, more focused action plan, based on a thorough assessment of pupils' performances in national tests.

## Language and literacy across the curriculum

55 The development of language and literacy through other subjects is satisfactory. Pupils strengthen their writing in subjects like science and history, recording their investigations into varying lengths of shadows, for example, or outlining historical events. There are good opportunities for pupils to develop their speaking and listening, as in discussions about the life cycle of animals in a Year 5 lesson. However, other valuable opportunities are not exploited. An over-emphasis on the use of worksheets in many subjects limits pupils' progress in developing descriptive and factual writing. ICT is not used consistently well by teachers to reinforce pupils' literacy skills.

## MATHEMATICS

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- Satisfactory teaching ensures that pupils achieve adequately, although standards are below average by Year 6 at present.
- Teachers do not plan work adeptly enough to challenge pupils fully, especially more able pupils.
- There is some good teaching, particularly in Years 1, 2 and 5.
- In most classrooms, teachers generate a positive climate for learning.
- The school has not done enough to develop the subject over time.
- Teachers do not make the most of opportunities in other subjects to develop mathematics.

### Commentary

56 The quality of teaching has deteriorated since the last inspection when it was judged to be good. Now, the teaching enables pupils to make satisfactory progress but is not effective enough to improve standards. This is particularly so for pupils in the current Year 6. When they began school, they had below average standards, and they are now leaving school with below average standards. Teachers have not placed enough emphasis on mental mathematics and had high enough expectations of pupils, so pupils find it hard to perform better in their national tests. The situation is similar for younger pupils. By Year 2, standards are average because this year group is stronger academically, and there are more instances of good teaching.

57 Although the school has satisfactory systems for assessing pupils' progress, teachers do not use this knowledge enough to improve pupils' standards. The work in lessons is frequently adapted to cater for the needs of different abilities but with insufficient regard for the level of challenge. This is particularly true for more able pupils. The reinforcement of odd and even numbers in a Year 1 lesson, for example, was unnecessary for more able pupils. These pupils are not consistently extended and teachers do not fully appreciate their pace of learning and how they acquire knowledge. For example, these pupils are rarely allowed to pursue their own lines of enquiry and develop their own strategies for solving problems. Pupils with special educational needs and those who do not have English as their first language receive satisfactory support in group activities and so achieve as well as other pupils.

58 Teaching is sometimes good but not consistently enough to boost standards. It is better in Years 1, 2 and 5, and can be good elsewhere at times. It is good when teachers have high expectations of pupils and set them challenging and stimulating work. A Year 5

lesson on probability was certainly demanding, as pupils wrestled with the likelihood of which numbers would appear in a sequence. Activities are well planned and so lessons have a brisk pace which keep pupils on task. Often, though, the work is routine and unenterprising, such as repetitive calculations on mundane worksheets, and so pupils are not enthused. The resultant inattention produces a slower pace of learning. Such lessons, therefore, are occasionally unsatisfactory.

59 Teachers are generally well-organised and structure lessons efficiently. They mostly have good strategies for encouraging good behaviour and positive attitudes. As a result, pupils have a clear idea of what they have to learn and they apply themselves willingly and happily. Good questioning helps pupils to be fully involved and pupils know that their contributions are valued. Teachers reinforce this by praising pupils' work sensibly although, in some classes, teachers are less effective, because they are too effusive with their praise. Similarly, in some classes, teachers do not have a firm grip on the behaviour of pupils and so the momentum of learning is disturbed.

60 Until recently, the school did not act promptly or decisively enough to improve standards. Although standards by Year 6 were obviously slipping, there is little evidence to show that the school analysed the reasons behind this and sought to improve provision emphatically. The previous action plan was too vague and not based on perceptive evaluation. For example, it was intended to improve the opportunities for practical work in lessons, but there were no indications at all as to how this might be achieved and little indication of any subsequent success. The leadership and management are now satisfactory, because the subject leader has become much more aware of the ways in which the subject can improve and more effective systems of monitoring are being introduced.

### **Mathematics across the curriculum**

61 The development of mathematics through other subjects is unsatisfactory. The subject is essentially taught in isolation with too little reference to real-life situations so that pupils can put learning in context. In a Year 3 lesson on time, for example, there was no reference to everyday activities, such as home routines or television programmes, so not all pupils readily understood the concept of half or quarter hours. Teachers do not develop pupils' understanding by exploiting subjects like ICT and geography. Pupils do not often construct graphs, for instance, using a computer spreadsheet or strengthen pupils' work with co-ordinates through map work.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well and standards are above the expected level by Year 6 because teaching is good.
- Teachers ensure that pupils with particular needs receive sensitive and effective support.
- The subject leader is having an increasingly positive influence on the development of science.
- Teachers develop pupils' literacy and ICT skills well in science but are not skilful at marking work so that pupils have clear information on how they can improve their work.

## Commentary

62 By Year 6, pupils' standards are above average. This represents an improvement since the last inspection when they were average. Teaching is good and there is good coverage of the science curriculum, especially in Years 5 and 6. Pupils are confident at carrying out investigations as, for example, into the different properties of natural and synthetic fabrics. They have a thorough knowledge of all aspects of the curriculum, such as plant reproduction and magnetic forces. Standards by Year 2 are broadly average, also an improvement from the previous inspection.

63 Teaching is never less than satisfactory, with very good features in the Year 5 and 6 classes. Teachers give clear explanations, which introduce new learning well, and help pupils achieve above average standards. All teachers ensure that pupils with special educational needs receive extra help in lessons, which enables them to carry out their tasks confidently. Well-trained support staff give these pupils good individual help to ensure they understand any new learning. Teachers emphasise the practical nature of this subject in lessons. This benefits pupils who speak English as an additional language because they develop understanding through the visual impact of the teaching.

64 The leadership and management of science are satisfactory but improving. The subject leader has a renewed sense of purpose and authority and there is now a stronger focus on the investigative element of science along with the use of specific technical vocabulary. The subject leader has provided clear guidance for teachers and this is making a positive contribution to teachers' confidence and the quality of teaching and learning. Most teachers have good subject knowledge and use this well to enliven lessons. For example, Year 6 pupils are currently working to produce pigments to augment the range of a well-known brand of paints. This work makes science real to them. The school is aware that there are areas for improvement in the use of assessment data by teachers and in the monitoring of the subject's development.

65 Pupils develop their literacy and ICT skills well in science. Most teachers expect written work to be produced carefully and require pupils to use accurate technical vocabulary. By Year 6, pupils use their numeracy skills effectively to present their findings in graphs and tables. The use of ICT is good in Year 5 and Year 6. For example, pupils understand the use of sensors in measuring and how to use spreadsheets to record findings. However, not all teachers make the most of such opportunities in lessons. Similarly, not all teachers use marking effectively to help pupils understand what they need to do to improve their work. This is particularly noticeable in Years 3 and 4. For example, pupils are allowed to draw graphs freehand, without a ruler, and this does not give an accurate result. Teachers do not consistently highlight such weaknesses so that pupils will be more precise in future.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

### Main strengths and weaknesses

- Recent improvements in provision are beginning to have an impact, and as a result, most pupils are making satisfactory progress.
- Teachers provide a good range of opportunities, which motivate pupils to learn.
- Although teaching is satisfactory, teachers do not have consistently high expectations of pupils.
- The improved resources are having a beneficial effect on learning.

- Teachers could do more to develop ICT in conjunction with other subjects.

## **Commentary**

66 Standards are similar to those found at the last inspection. By Year 2, pupils' attainment is in line with those expected for their age. This is mainly as a result of satisfactory teaching and the use of a specialist ICT teacher for pupils in Years 1 and 2. The teacher ensures that an appropriate range of work is provided for pupils and this helps them to develop their knowledge and skills. Pupils are, therefore, able to find information from a simple database using a search tool and present their findings. This was the case in a Year 2 lesson, when pupils found out information about different types of animals. Most pupils can successfully use a word processing program to produce sentences for story writing. They can create pictures using a simple graphics package, and represent information graphically using pictograms. Pupils work well together, are generally confident and ask questions if they are unsure about something. Pupils with special educational needs have work appropriate to their abilities, and are well supported by teaching assistants.

67 By Year 6, pupils' attainment is also in line with expectations. However, opportunities for more able pupils to extend their knowledge and skills in this subject are limited. Most pupils are confident when using computers, using the Internet, for example, to find and download appropriate information. Most pupils understand the need to take care when framing questions when searching large databases like the Internet. Pupils have access to a good range of software programs to help develop their skills. For example, pupils use spreadsheets and enter data, use graphics packages to create and combine objects, and control devices by using commands and writing procedures. Pupils in a Year 5 lesson, for instance, explored writing commands and using a command bank. They quickly realised that the computer must be given the correct instruction, including the correct spelling.

68 Teaching is satisfactory throughout the school, and likely to become better. There is a very positive and enthusiastic attitude among staff towards improving opportunities for learning. The introduction of interactive whiteboards in all classrooms, for example, has enabled all staff to improve their skills and make effective use of this resource. Pupils are responding well, becoming more involved and focused on their learning tasks. Teachers' plan work appropriately but do not evaluate progress in lessons thoroughly enough so that pupils can be fully challenged in future lessons. A strength in lessons is the good rapport between staff and pupils. Teachers harness pupils' natural enthusiasm for computers, so that concentration is good. Pupils work productively in pairs, especially when 'pupil experts' and less confident children are paired together.

69 The leadership and management of the subject are satisfactory. The subject leader has clear and suitable priorities, particularly to implement and improve assessment procedures. She monitors teachers' weekly planning, organises staff training, and carries out regular audits of equipment, all of which serve to boost staff skills. The governing body is kept well informed of progress through regular reports. The accommodation and resources are good, which is an improvement since the last inspection. Pupils have sufficient time in the ICT suite and have ready access to such hardware as digital cameras. They are also able to record their musical compositions and link them to a digital slide show. Good use is made of the technical support to ensure that ICT resources can be used effectively.

## **Information and communication technology across the curriculum**

70 Teachers make satisfactory use of ICT within other subjects, such as art and design and English. For example, pupils in a Year 4 lesson had to consider design options and suitable vocabulary when preparing a poster using a graphics package. Pupils in Year 2 learn how to process facts mathematically on a database and older pupils research historical topics on the Internet. However, teachers do not maximise such opportunities. The use of computers in mathematics, for example, is very infrequent and pupils do not regularly word-process their written work so that they can easily edit it and be proud of their polished prose.

## **HUMANITIES**

71 No lessons were observed in geography and history during the inspection, and there was too little work available in both subjects on which to make secure judgements about attainment. Therefore, it is not possible to make judgements on provision in either subject.

72 There is a satisfactory curriculum in **geography**, which focuses on appropriate geographical knowledge and skills. It is evident from their planning that teachers build on pupils' skills as they move through the school. This ensures that, by Year 6, for example, pupils are secure in their knowledge of the effect human activity can have on climatic change. Pupils' work demonstrates satisfactory use of computers to increase research skills and support learning. This is an improvement since the previous inspection.

73 In **history**, the curriculum is also appropriate and the school makes satisfactory use of visits and visitors to increase pupils' knowledge and understanding. A visit by pupils in Year 3 to Yeadon Museum, for example, increased their awareness of how artefacts were used by the ancient Greeks. Teachers clearly build on pupils' skills as they move through the school. This ensures that, by Year 6, pupils are secure in their knowledge, for example, of how and why places have changed to meet developing needs. Their work shows a clear understanding of how past events have influenced the present.

## **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Good use is made of visits and expertise from outside the school.
- Teachers ensure that pupils have a good knowledge of religious matters by Year 6 but do not insist that they learn enough from them.
- Teachers' planning does not take enough account of pupils' prior learning.
- The subject leader ensures that the subject is developing well.

## **Commentary**

74 By Years 2 and 6, pupils' knowledge and understanding of religion are in line with the expectations of the locally agreed syllabus, as they were at the last inspection. Teaching and learning are satisfactory overall. Pupils in Years 1 and 2 show a satisfactory knowledge of religious festivals such as Easter, Harvest, Christmas, Diwali, and Sukkoth. Teachers' planning is clear, and good use is made of visits to local places of worship to support children's learning. Visitors are invited into school to contribute to lessons and share their knowledge and expertise.

75 In Years 3 to 6, pupils show a good understanding of the main religions. They consider issues within the faiths to help them understand and respect different religions, beliefs, values and traditions. They have some understanding of the influence of these on individuals, societies, communities and cultures. This helps them to develop their sense of identity and belonging, and prepares them to be citizens in a plural society. However, pupils' thinking is not always challenged enough during lessons, and pupils are not encouraged enough to draw their own conclusions from religion. Some work given to less able pupils is undemanding, although pupils who have special educational needs are generally well supported with their work.

76 Teachers' planning is satisfactory but not sufficiently based on what pupils already know and can do. Teachers adhere to suitable topics and expect more from pupils as they move up the school. However, they do not consistently check how well pupils have learned in lessons and then adapt future lessons accordingly. As a result, pupils do not build their knowledge and hone their skills as swiftly as they might. In addition, teachers are not systematic or helpful enough when they mark pupils' work. This means that pupils do not know whether they have succeeded and what, if anything, needs to be improved. Occasionally, lessons lack pace and pupils' concentration is weak because not all teachers insist on good behaviour.

77 The leadership and management of the subject are good. The subject leader has ensured that planning corresponds to the locally agreed syllabus, and that the subject policy is regularly updated. She has very good knowledge of religion and offers support to her colleagues in a variety of ways, although she has not yet had the opportunity to carry out classroom monitoring. She ensures good use is made of local resources, particularly places of worship and expertise within the community. Key development priorities are in place, including the management of assessment and the use of ICT to support teaching.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

78 Very few lessons were observed in art and design or design and technology during inspection. It is not possible, therefore, to make judgements on provision in either subject, although there was enough evidence available in art and design on which to make secure judgements about attainment.

79 Pupils' attainment in **art and design** is above average throughout the school. From an early age, pupils are introduced to the work of other artists and draw on their styles to create their own pictures, drawings and three-dimensional work. Pupils enjoy a good range of experiences as they move through the school. Painting skills develop well, from the youngest pupils who use paint tones effectively in their face portraits, to Year 5 where pupils produce carefully crafted, still life paintings. By Year 6, pupils are extending these skills even further. Their pop art paintings in the style of Andy Warhol show a well developed use of colour and painting skill, and they have done some innovative photography-based artwork using David Hockney's techniques. However, pupils are not encouraged to use sketch books frequently enough to develop a sequential approach to drawing and to experiment with ideas. The school does not yet have an effective assessment system for art and design by which to evaluate individuals' progress but the subject leader is enthusiastic, well-organised and has a good understanding of what needs to be done.

80 Pupils have adequate opportunities to develop their knowledge and skills in **design and technology** through a range of activities ranging from puppet making to moving toys. These opportunities vary in quality but are good in Years 2 and 5. Pupils in Year 2 have designed and made photograph frames which reflect a very personal touch in decoration.

The standard of finished work is good because teachers emphasise the need for careful design and planning. Between Years 3 and 6, there is not enough consistency in planning procedures nor insistence on using precise measuring. Pupils in Year 3, for example, have clearly enjoyed their project on chair design, but their work reflects a haphazard approach to implementing their ideas. On the other hand, the work of pupils in Year 5 of making wooden cams for moving toys showed careful attention to specification, measuring and cutting skills.

## **Music**

Provision in music is **satisfactory**.

### **Main strengths and weaknesses**

- The expertise of the teacher enables pupils to compose music imaginatively.
- Lack of regular, guided practice means that standards in singing are below expectations.
- Although pupils enjoy music, the music teacher does not command enough respect from them in lessons.

## **Commentary**

81 Standards overall are broadly in line with expectations, much as they were at the last inspection. The quality of teaching is not as good as it was judged to be at the last inspection. It is now satisfactory and helps to explain why standards are reasonable but not improving. Most of the teaching is provided by one specialist teacher who has strong musical skills. As a result, pupils learn how to recognise simple notation and compose music thoughtfully. Pupils in Year 6, for example, worked in pairs mainly on keyboards to produce some evocative sounds to capture the moods of outer space.

82 The quality of pupils' singing is unsatisfactory. At present, pupils rarely sing in assemblies and so miss vital opportunities to perform together and learn new hymns and songs. There is insufficient focus on acquiring key skills such as expression, tone and timbre. When pupils sing, they lack self-discipline and so tend to shout. Often, pupils simply do not take part in singing and there is not enough insistence by staff that all pupils are involved. In all musical activity, the weaknesses in pupils' performance are not sufficiently identified and so pupils are not clear whether they need to improve or not.

83 Pupils' achievement is weakened by unsatisfactory behaviour in lessons. In the lessons observed, the teacher did not have high enough expectations of pupils' participation and application. Pupils in Year 2, for example, were allowed to be silly when putting movement to the tune of Frère Jacques and so they did not develop their sense of rhythm. Similarly, in a Year 6 lesson, a few pupils ignored the requests from the teacher to concentrate on their composition and so their learning became ragged and unimaginative. The leadership and management of the subject are satisfactory, but the subject leader has much work to do to ensure that all pupils acquire more responsible and responsive attitudes to learning.

## **Physical education**

Provision in physical education is **satisfactory**.

### **Main strengths and weaknesses**

- Good opportunities in sport after school provide pupils with a valuable range of experiences.
- Not all teachers have enough skills to teach with confidence.
- The lack of a sports field limits the scope of pupils' experiences in games.

## Commentary

84 Standards are in line with expectations throughout the school, as they were at the last inspection. Pupils have reasonable co-ordination and skills for their age, although this can vary. For example, in Year 6, the ability to throw and catch a ball is stronger in boys than in girls. On the other hand, girls in Year 2 use space more thoughtfully when moving at speed around the sports hall. Most pupils are able to swim 25 metres by Year 4. After school, pupils benefit from interesting and different activities. There is a fitness club, for instance, as well as basketball and girls' football, and pupils are eager to take part. There is also some competitive sport with other schools.

85 Teaching and learning are satisfactory. Teachers use an appropriate curriculum to ensure that pupils acquire suitable skills. The subject leader has good skills and gives clear demonstrations of techniques, such as batting strokes, so that pupils learn how to play a controlled forward defensive shot. However, not all teachers are so secure and are not so clear when explaining new learning. They are not explicit in their demonstrations nor in their expectations of pupils. Only occasionally, do teachers encourage pupils to reflect on their skills and concentrate hard on improving them. In a Year 1 lesson, for example, pupils enjoyed their 'Bear Hunt', pretending to move through different obstacles, like a snowstorm and tall grass. Nevertheless, there was too little attempt to work on the quality of movement, as when pulling a leg out of glutinous mud.

86 The school benefits from two halls and adequate playgrounds, but does not have ready access to playing fields. This limits pupils' experience of team games like football, hockey and rugby. The school has worked hard to try to overcome this shortcoming through an appropriate curriculum. For example, although pupils do not develop their outdoor education at an outdoor centre, the school devises some suitable alternatives, such as simple orienteering around the school's grounds. The leadership and management of the subject are, therefore, satisfactory, although there is much room for improvement in the systematic monitoring of the subject and evaluating how it can improve.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

87 **Citizenship** was not a focus for the inspection and, therefore, no judgements are possible about its provision. However, it is clear that the school attaches considerable importance to pupils' social and civic responsibilities. The visit by local councillors to discuss political issues was a good example, as well as the visit by pupils to City Hall. Members of the school council acquire good experiences of formal meetings and open debate. The school ensures that pupils receive good provision for sex and relationships education, and awareness of issues relating to drugs.

### Personal, social and health education (PSHE)

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

### Main strengths and weaknesses

- The school values pupils as individuals and this fosters their self-esteem.
- Staff generate a strong sense of community among the pupils.
- Formal provision is satisfactory but teachers miss opportunities to develop pupils' life skills.

## Commentary

88 The schools informal approach to pupils' personal education is effective. Teachers generate a sense of community that is very beneficial to its pupils. Teachers succeed in making sure that all pupils feel wholly included in lessons and other activities, praise their contributions and organise them in compatible pairings or groups. The group work in science is a good example. As a consequence, pupils appreciate that their contributions matter, that there is always a friend close at hand and so they grow in confidence.

89 The community spirit is also influential on pupils' social education. The after-school clubs and educational visits, for example, are good at strengthening pupils' social awareness. The school also offers a range of responsibilities to pupils which they eagerly accept and perform very sensibly, particularly in Year 6. Pupils and staff place a great deal of importance on the school council, not just as a forum for pupils to express their opinions but also as a means to acquire key skills in a formal setting. As a result, most pupils leave school as mature and sensible young people.

90 The weekly lessons for personal, social and health education are satisfactory, although some are good. Teachers acquaint pupils with important issues, like passive smoking, and give them vital opportunities to discuss whether, for instance, smoking should be banned in public places. However, at times, teachers are too vague about their expectations and so pupils drift away from the objective. In a Year 3 lesson, pupils' reflections about personal achievement became too loose and so a few pupils were unclear about what an achievement actually is. In addition, teachers do not routinely give pupils enough independence in their own learning in all subjects so that they take some responsibility for their own development.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	4

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