

INSPECTION REPORT

SUMMERFIELD PRIMARY SCHOOL

Bramley, Leeds

LEA area: Leeds

Unique reference number: 107967

Headteacher: Mr J Farley

Lead inspector: Mr R Gill

Dates of inspection: 11th – 14th April 2005

Inspection number: 268010

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:	266
School address:	Intake Lane Leeds West Yorkshire
Postcode:	LS13 1DQ
Telephone number:	0113 2057520
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Appropriate authority:	The governing body
Name of chair of governors:	Mr J Dutton
Date of previous inspection:	24 th May 1999

CHARACTERISTICS OF THE SCHOOL

Summerfield Primary School is situated to the north west of Leeds city centre. Most of the 266 pupils come from the immediate locality, but a few travel from further afield. The proportion of pupils who have special educational needs is similar to that found nationally overall. There are six pupils with a statement of special educational needs, which is above average. There is a small group of pupils who are being looked after in public care. The vast majority of the pupils are from families of white British heritage. There are no pupils who are learning English as an additional language. When they start school, children's attainment is generally below that of most children of their age. Since the last inspection, the school has had a new headteacher and deputy headteacher, been relocated on the other side of Leeds and moved back into radically upgraded accommodation. The school has suffered recently from staff turnover and illness in Years 1 and 2.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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8988	J Cross	Lay inspector	
30823	B Clarke	Team inspector	Foundation Stage Science Design and technology Art and design
16761	M Hemmings	Team inspector	Mathematics Information and communication technology (ICT) Special educational needs Geography Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. Attainment is above the national expectation in English, mathematics and science (core subjects) at the end of Year 6 and meets it in Year 2. Pupils achieve well, because teaching and learning are good, particularly in the context of the significant barrier to progress when the school was relocated. Very good aspects, within the good leadership and management, have created a very positive ethos. The school provides good value for money.

The school's main strengths and weaknesses are:

- leadership by the headteacher and deputy headteacher has created a very good ethos that meets the needs of all pupils very well;
- the school is very caring towards its pupils;
- pupils who have special educational needs achieve very well throughout the school;
- the provision for pupils' personal development and additional opportunities within the curriculum are very good;
- pupils' skills in speaking are not developed systematically enough; and
- teaching is good, but does not involve pupils enough in discussing ways to improve their work.

The school has improved well since its last inspection in May 1999. Pupils' attendance has improved well and the governors are much more involved in running the school and challenging it to do better. Standards have been maintained, and in some cases, improved despite the disruption caused by the rebuilding programme.

STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is good. The national tests results of 2004 for pupils in Year 6 were generally below average, but pupils achieved as well as those in similar schools. These results were untypical because there were more pupils than usual who had special educational needs and who had emotional difficulties. In Year 2, pupils have usually been below average, in national tests, in reading, writing and mathematics overall. In 2004, reading and writing were below average and mathematics was average.

The judgements made during the inspection show that currently:

- children in the Foundation Stage are on course to reach the nationally expected levels, except in personal and social development where standards are likely to be above average. They achieve well overall;
- standards in reading, writing, mathematics and science are average in Year 2. Pupils have achieved well to reach these levels;
- standards in Year 6 are above average in English, mathematics and science and achievement is good;
- pupils attain well, throughout the school, in information and communication technology (ICT), geography, music and physical education.

Pupils' personal qualities are very good. Their spiritual, moral, social and cultural development is very good. Attitudes and behaviour in lessons are very good: pupils respond very positively to the school's climate. The ethos, which concentrates on social and moral behaviour, is very influential on pupils' personal development. Attendance, which is average, has improved significantly. Punctuality is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good. Teaching is good in the Foundation Stage, but is often very good in the nursery. Teaching in Years 1 to 6 is generally good. Pupils are given plenty of chances to speak in many lessons, but teaching about how to improve the quality of their speech is not consistent throughout the school. The assessment of pupils' work is good, but pupils are not yet involved enough in talking about the progress they are making in the targets for their learning. The school looks after pupils very well. It works well with parents to enhance pupils' achievements. The curriculum is generally good, and activities designed to broaden pupils' experiences are very good. The accommodation is good and lessons are well resourced. The school employs many teaching assistants who have a very positive effect on pupils' learning, particularly on the learning of those who have special educational needs.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher, deputy headteacher and governors have worked very well to improve learning by implementing systems to ensure that pupils' efforts are valued very well and they are actively involved in lessons. Moreover, senior managers have had a very positive effect on pupils' moral, social and cultural development. Subject leaders have had an impact in the core subjects. In other subjects, many have worked hard to create a lively and enriched curriculum. Governance is good. The governing body fulfils its statutory duties and ensures that the school includes successfully all pupils and promotes racial equality well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school. They appreciate, correctly, the way that their children are cared for and make good progress. Pupils have a very good opinion of the school and talk with confidence about their work and personal development. They rightly feel that they are treated as valued individuals.

IMPROVEMENTS NEEDED

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

- introduce a systematic programme to improve pupils' skills in speaking; and
- involve pupils more in discussing how their work could be improved.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' attainment in Year 6 is currently above average, and their achievement is good. By the end of Year 2 standards are in line with national expectations and pupils achieve well. Standards by the end of the reception class reach the expected levels in most areas of learning and the children are making good progress.

Main strengths and weaknesses

- Standards have improved well since the school has re-established itself on one site.
- Pupils who have special educational needs or who need an extra boost achieve very well.
- Children achieve well in the Foundation Stage, but educational play in the reception class often lacks rigour.
- Pupils' achievement in talking about their ideas and learning is underdeveloped.
- Standards in some subjects thrive as a result of the school's productive links with a local college.

Commentary

1. Pupils' tests results in Year 6 show that pupils' attainment in English is usually below the national average, but in mathematics and science it has often been well above it. In 2004, results were below average overall because a significant proportion of pupils found learning hard owing to academic and emotional difficulties. Nevertheless, they made good progress. Current attainment in Year 6 reflects the good work the school has put into raising standards in English, particularly in writing, and the fact that mathematics and science are back on track.
2. In Year 2, the recent pattern of attainment has been affected by problems with staffing: regular changes and bouts of long-term illness. This, coupled with the negative influence caused by moving school, has resulted in standards that have often been below average in reading, writing and mathematics. Pupils could have done better. Currently, good learning has been re-established. Pupils are reaching average levels and achieving well owing to the good teaching they receive. The current improvements in Year 2 and Year 6 reflect the hard work undertaken by the school in improving the writing, the settled atmosphere in the school now that they are all back on one site and the very positive effect of the provision, throughout the school, for pupils who have special educational needs.

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

Standards in:	School results	National results
reading	15.2 (16.1)	15.8 (15.7)
writing	13.9 (14.2)	14.6 (14.6)
mathematics	16.2 (15.7)	16.2 (16.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	26.4 (26.6)	26.9 (26.8)
mathematics	26.8 (29.0)	27.0 (26.8)
science	28.2 (31.0)	28.6 (28.6)

There were 30 pupils in the year group. Figures in brackets are for the previous year

3. The good achievement in Year 6 and Year 2 are due, in part, to the very well organised programme designed to boost levels of attainment in pupils who fall behind temporarily or who need extra encouragement to reach the next level. This is particularly the case in English where pupils' writing has benefited from the additional emphasis and coaching on the correct use of punctuation. The aspect of least achievement in English is pupils' ability to speak clearly and coherently about their ideas. The school has instigated some well-judged methods to improve matters in this respect, but they are not yet wide ranging enough or applied consistently. Thus, pupils find it hard to talk well about ideas in general and to summarise how well they think they have done in relation to the various objectives in lessons.
4. Pupils who have special educational needs achieve very well in relation to their prior attainment. Their achievement is very good because skilful assessments identify their individual needs and tasks are set that give them the opportunity to take small steps forward. Although they move more slowly towards the targets of their group matched against levels of the National Curriculum, their achievement is very good when consideration is given to their previous learning and individual needs. Although the school's overall proportion of pupils who have special educational needs is broadly in line with the national average, there are some year groups in which the proportion is much higher.
5. Children start school in the Foundation Stage with below average levels of attainment in all areas of learning except counting, which they can do reasonably well. By the end of the year in reception, children have achieved well. Children are likely to reach the nationally expected levels in all areas of learning except in personal, social and emotional development where they are on course to exceed them. They make very good progress in the nursery because strong teaching and learning, which have been established for some time, have created very successful routines for children's learning. The pace of progress slows to satisfactory, in some cases, in the reception class because teaching has not yet established the same well-honed routines for children to follow when they are choosing their own activities.
6. By the end of Year 6 standards, beyond English, mathematics and science, are average except in ICT, geography, music and physical education where they are above average. Pupils do better in these subjects because they have been the focus of some recent and exciting innovation. Geography, music and physical education have all benefited from subject leadership that has forged productive links with the local high school. Moreover, the school's own passion for creative arts has helped to make music a strength of the school. ICT standards are good because pupils use the facilities that exist in exciting ways; for example, the school's production of radio broadcasts on the Internet adds an unusual and engaging slant to the curriculum.
7. The school has some identifiable groups of pupils for whom it makes special provision beyond those who have special educational needs: children in public care; gifted and talented pupils; and some from an ethnic minority heritage. These pupils achieve well because the number of teaching assistants employed is sufficient to work with those that need extra help and the school is very careful to keep a track on their progress and provide any additional teaching that may be required.

Pupils' attitudes, values and other personal qualities (ethos)

Pupils have very positive attitudes towards school and they behave very well. Their personal development is very good, helped by very good provision overall for their spiritual, moral, social and cultural development. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Pupils are very interested in their learning and work hard.
- Pupils of all ages, backgrounds and abilities get on very well together.
- Pupils develop into well-adjusted individuals who respect others and care about them.
- Much improved attendance and punctuality are enabling learning to progress more evenly.

Commentary

8. Staff and governors have wisely placed high importance upon re-establishing a strong climate for learning after the recent turbulence caused by educating the pupils off-site, many miles away, whilst the new building was constructed. Pupils' very good attitudes and behaviour bear testament to the success of measures taken to keep them in the right frame of mind for learning and high achievement.
9. Pupils enjoy school because learning is enriched with meaningful first-hand experiences, and fun is actively encouraged. They are rightly proud of their school and their achievements. Many are willing to extend the school day by attending the popular breakfast club and wide range of enjoyable extra-curricular activities. Breakfast club enlivens the pupils, sometimes with hit parade music, conga and line dancing that equally delight boys and girls. Smiles abound and the school day gets off to a good start. Establishing this facility has been instrumental in improving punctuality, a weakness at the time of the last inspection.
10. When children first start school in the nursery they tend to have underdeveloped social skills that need tackling before they can learn and play effectively. Pupils make good achievement in their personal and social development during the Foundation Stage through very strong encouragement to relate positively to others, share, take turns and behave acceptably.
11. As pupils get older, relationships strengthen further and they form firm friendships, helped by four residential stays that offer wonderful opportunities for co-operation and teamwork. Parents rightly feel that their children are happy in school and that rare incidents of anti-social behaviour such as bullying or racism are dealt with effectively. Staff place very high emphasis on promoting respect for others, including race equality. Pupils who have special educational needs are warmly embraced into friendship groups. The message "all different ... all the same" is powerfully reinforced through photographs stretching all around the school that portray pupils' individuality.
12. Strategies to promote good behaviour work very well because staff apply them firmly and fairly and provide strong support for those who find it hardest to be compliant. One pupil was excluded for a fixed period last year.
13. Pupils' self-esteem is raised at every opportunity through celebrating their personal and academic successes, however small. They love being praised and rewarded for their efforts, and relish being entrusted with responsibilities. Older pupils, for example, maturely help to care for younger ones during their free time, and school council representatives play an active part in keeping playtimes pleasant for everyone.

Attendance

14. Attendance was a key issue for action in 1999. It had been below average for many years and regular absence or lateness was affecting the learning of many pupils. Staff and governors have successfully introduced procedures that have brought about a considerable rise in attendance and reduced the once very high rate of unauthorised absence to a level now close to the average. A few pupils still have poor attendance but others have made dramatic improvements and are achieving better.

Attendance in the latest complete reporting year (94.7%) 2003/4

Authorised absence		Unauthorised absence	
School data	4.8	School data	0.5
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.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – any other mixed background
Asian or Asian British – Pakistani
Chinese

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
172	1	0
2	0	0
1	0	0
2	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education that includes good teaching and learning. The assessment of pupils' work is good and this has helped to raise standards. There is a good curriculum which is very well enhanced by activities beyond the classroom. Pupils receive very good care, support and guidance and the school has a good partnership with parents and the community. Parents and pupils have a very good opinion of the school.

Teaching and learning

Teaching and learning are good. A range of good assessment methods has been introduced and these methods are working well to improve pupils' learning.

Main strengths and weaknesses

- The quality of teaching has been maintained very well since the last inspection, despite some major upheaval.
- The teaching of pupils who have special educational needs is very good.
- Methods of assessment are often good, but pupils are not yet fully involved in assessing their own learning.
- Lessons develop pupils' skills in speaking satisfactorily, but teaching lacks consistency in this respect.

Commentary

15. The quality of teaching is very similar to that which existed at the time of the last inspection owing to the very good leadership shown by the headteacher, deputy headteacher and the governors. The school has been successful, in this respect, despite any difficulties faced over the re-development of the school, staff turnover and absence through illness. Parents and pupils are very positive about the way in which teaching has been maintained or improved since 1999. Pupils, in particular, are very proud of, and motivated by, their achievements in learning. The quality of teaching in Years 1 and 2 has been restricted in its impact, since the last inspection, by the move, the turnover of staff and illness. As a result, pupils' attainment declined to below average. Teaching and learning are now good again and pupils are achieving well.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6 (17%)	21 (58%)	9 (25%)	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.

16. The school's new policy of teaching and learning is beginning to bear fruit. Its concentration on the way in which pupils conduct their learning has resulted in good gains in knowledge, understanding and skills. Moreover, the enriched curriculum has broadened learning through the use of visits, stimulating visitors and exciting events such as the samba drumming workshops. Teaching has begun to concentrate well on involving pupils more in planning how they will complete a piece of work. This means that they sometimes map out their ideas diagrammatically before they write about them or record them on well-prepared worksheets that encourage pupils to take a logical approach to the generation of ideas. Pupils are encouraged to rehearse their thoughts well in paired or group discussions. They are sometimes given personalised targets to help them improve their reading and writing. Generally, teaching is making a positive effort to create lessons that appeal to pupils' need for visual and aural stimulus as well as their liking for hands-on activity. The policy for this approach has been thoughtfully compiled by all staff and energetically promoted by the headteacher and senior management team.
17. Parents state that they are pleased with the way that teaching has improved since the last inspection. Good leadership and management have ensured that all classrooms and lessons have an atmosphere of purposeful teaching and learning. Lessons are built around a clearly defined objective that is advertised well to pupils and which grows from useful plans for teaching. The development of pupils' speech is a relative weakness in an otherwise positive profile. Pupils get many opportunities to speak in most lessons, but teachers are only just beginning to introduce ways to teach skills more directly. This is a missing element of most lessons: teachers do not yet identify the successful elements of pupils' verbal explanations, for example, so that other pupils can emulate them. In some lessons teaching pays too little attention to the evaluation section at the end. As a result pupils do not get an opportunity to talk fully about their learning.
18. Learning is good and pupils are achieving well. Teachers know where pupils are up to in their learning and what they need to do next. This information is collated well by the headteacher and deputy headteacher who are able to guide teaching and check regularly on the progress that pupils are making. Similarly, the teachers use this information to guide the teaching assistants in how to help pupils who have special educational needs. The involvement of pupils in talking about their learning – how good it is or how it needs to be improved – is, by comparison, the weakest aspect of the school's methods of assessment. Even in the best lessons, pupils talk about what they are doing, but are not often asked to evaluate their

progress against the lesson's objective or to pose questions about the work produced by others. Furthermore, the provision for higher attaining pupils in mathematics and science is a relative weakness in some lessons.

19. Pupils who have special educational needs are taught very well. The very good teaching, in this respect, is provided for children in the Foundation Stage and pupils in Years 1 to 6. This is because the teachers are very ably supported by assistants, who are inducted in effective methods with which to advance pupils' learning. Moreover, pupils flourish because of the productive relationships between themselves and the adults who work with them. Exciting resources and tasks keep their interest and maintain their desire to learn. Joint planning between teachers and classroom assistants, supervised very well by the deputy headteacher, ensures that all adults are working effectively to achieve the same objectives. Moreover, special arrangements are often in place for pupils that need an extra boost in their learning. For example, the deputy headteacher organises for these pupils to have extra tuition throughout the year.
20. Teaching is good in the Foundation Stage overall and sometimes very good in the nursery class. A lively and interesting curriculum is well taught providing a wide range of relevant activities including interesting visitors. The nursery is expertly organised to provide well-provisioned areas in which children can learn through purposeful play. Whilst the reception teacher plans carefully the priorities for each lesson and teaches these well, other associated activities taking place at the same time often lack a clear learning intention and consequently opportunities are missed to consolidate and reinforce children's learning. There are very good systems for regularly recording and checking children's progress in the nursery and good systems in the reception class. Staff, including teaching assistants, know the children well. Teaching assistants are used extremely well to support small groups and individual children. They are well briefed, take an active part in planning, and are proactive in their work, being part of a cohesive team.

The curriculum

The curriculum is good with many opportunities for enrichment that extend beyond the school day. Accommodation and resources are good.

Main strengths and weaknesses

- There is an extensive range of educational visits and visitors that extends pupils' learning very effectively.
- Provision for pupils who have special educational needs is very good and enables them to achieve very well.
- There is good provision in English, mathematics and science but there are not enough planned opportunities for pupils to develop their skills at speaking.
- National and local initiatives are used well to enhance the curriculum.
- There are limited opportunities for pupils to use ICT to support work in other subjects.

Commentary

21. The curriculum is broad and balanced and meets all statutory requirements, including the provision for education concerning sex, relationships and drugs awareness. There is good provision in the Foundation Stage, with an emphasis on giving children practical activities that make learning fun and help them to make good progress across all areas of learning. Pupils in Years 3 to 6 are provided with a well-planned curriculum that enables them to achieve well and reach good standards in English, mathematics and science. The curriculum in Years 1 and 2 is good in the way that it has allowed pupils to start achieving well again but limited for those capable of higher attainment in mathematics, except when they are taught in special groups to boost their attainment. Throughout the school, there are too few planned opportunities for pupils to develop their skills in expressing themselves orally.

22. There has been good improvement in the curriculum since the previous inspection. The provision for ICT has been much improved by the creation of a computer suite, which allows whole-class teaching of skills in the subject, as well as training to improve teachers' expertise. As a result, pupils make good progress and achieve standards that are above those expected for their age. In religious education, the planning now takes full account of the requirements of the locally agreed syllabus. The curriculum in geography has been strengthened over the last two years with new planning and improved resources. There is strong curriculum for physical education, which has been recognised by the gaining of the Active Mark Gold Award. Curriculum planning is now being further developed to help pupils to make better use of skills learned in one subject to support their learning in others. Good use is made of national and local initiatives to enrich the curriculum. A good example of this is the school's involvement in a project exploring and developing the use of radio as a teaching and learning aid.
23. There are good opportunities for pupils to develop their creative talents, particularly in music and drama. This provision is enhanced by the use of staff from Intake Arts College. The school also gives all pupils the opportunity to take part in an extensive range of visits, which enriches the curriculum by providing further significant learning experiences. Of particular note is the provision of four residential stays for all pupils in Years 3 to 6, which play an important role in their personal and social development. Pupils can also take part in a wide range of extra-curricular activities.
24. The provision for personal, social and health education is very good within a fully inclusive curriculum. Pupils who have special educational needs are very well supported, with their individual educational plans having specific and manageable targets. This enables them to make very good progress and achieve very well. The school does not have formal procedures for identifying gifted and talented pupils to enable a programme to be established to meet their needs. They achieve as well as other pupils, but could do better with more of an individual challenge. The school ensures that pupils are prepared well for the next stages of their education.
25. There are a large number of teaching assistants who are deployed to very good effect. They play an important role in the very good progress that pupils who have special educational needs make. The resources for teaching and learning are plentiful and of good quality. The accommodation has been vastly improved and now provides an attractive and positive setting in which to learn.

Care, guidance and support

Staff take very good care of the pupils, and support and guide them very effectively. They very actively involve pupils in the life and work of the school.

Main strengths and weaknesses

- Very strong pastoral care helps pupils to feel safe and secure.
- Staff provide very good support for the vulnerable including those who find learning or conforming difficult.
- Tightened procedures to promote regular and punctual attendance have made a big difference.
- The school council enables pupils to voice their opinions and bring about changes of which they can be proud.
- Pupils are not involved enough in evaluating their own learning.

Commentary

26. Staff continue to care for the pupils very effectively. They create a warm and welcoming environment in which all pupils feel cherished and special. This boosts pupils' self-worth and gives them the confidence that enables them to flourish academically and personally. Parents greatly appreciate the care that their children receive and the very good arrangements that staff make to ensure that they settle into school.
27. Nursery staff visit the homes of prospective new entrants to get to know the families and to identify needs. Pre-visits, gradual entry, and early morning routines that involve parents and carers also smooth the transition between home and school. Reception staff usefully repeat the home visits regardless of whether the child was in nursery.
28. Provision for pupils who have special educational needs is very good, helped by a large team of support staff, many with specialist skills, and relevant outside agencies.
29. At the time of the last inspection the school was not doing enough to promote regular attendance. Measures introduced since then by staff and governors are proving effective. Rewards are realistically attainable now rather than solely the domain of the dozen or so with perfect attendance. Permission for holiday in term time is no longer granted automatically, decisions rightly being made only after serious consideration of the impact upon the child. The education welfare officer is suitably involved with families that cause concern.
30. Whole-staff commitment to the well-established assertive discipline policy enables pupils to be clear about the boundaries of acceptable behaviour. The learning mentor and behaviour and education support team give additional well-targeted help and guidance to those who struggle to meet the school's high expectations of their conduct.
31. The learning mentor, well known to pupils, staff and parents through many years of active and varied involvement in school, has in her short time in post established trusting relationships with all sections of the school community. This trust enables her to command the respect that is necessary to make an impact upon the vulnerable by removing barriers to their learning. Very firm when necessary yet zany in tune, fun-loving and nurturing, she helps pupils to feel good about themselves, and provides a listening ear, emotional support, much love and enjoyment which they greatly appreciate.
32. Health and safety procedures have improved since the last inspection. Better records are kept of the checks that take place and the new building provides greater security. Staff and governors take matters relating to child protection very seriously.
33. The school council, comprising representatives from Years 1 to 6, is well established and very effective. Working to pre-arranged agenda and influencing decision-making, pupils are in no doubt that staff take their suggestions on board and enable them to make a real impact. They have successfully introduced measures to resolve issues in the playground, such as harassment through name-calling, and influenced much-needed refurbishment of the boys' toilets. Pupils, however, are not sufficiently involved in improving their work by setting targets and assessing how well they are getting on.

Partnership with parents, other schools and the community

The school enjoys good links with parents, the community, and other schools and colleges in the locality.

Main strengths and weaknesses

- Nursery and reception staff play an important part in establishing strong links with parents.

- Information for parents has improved but some are not told enough about the curriculum being taught.
- Very strong links with the local high school bring the arts alive for pupils.
- Visits into the locality and visitors greatly enrich pupils' learning.

Commentary

34. The school has come through a difficult period when pupils, against the wishes of some parents, had to be bussed across the city to be educated elsewhere during the building work. The trust and respect earned by staff at that time continue, and the partnership with parents is stronger now than at the time of the last inspection.
35. Nursery and reception staff work very hard at building trusting relationships with parents and getting them actively involved in their children's learning. Home visits, and other arrangements whereby parents help their children to settle in, work very effectively. Parents and carers, for example, are welcomed into school each day and encouraged to take part in initial activities that purposefully enable them to support their children. This 'open door' policy makes for a smooth start to the day and develops very positive links between home and school.
36. The quality of information that the school provides for parents is generally good. Staff go out of their way to ensure that as many parents as possible attend the formal discussions on children's progress by offering consultation slots from early afternoon to mid evening. Annual written reports better identify areas for development than at the time of the last inspection but there is no coherent system to assure that children's targets are always included. A good feature, bearing in mind the school's recent focus on attendance, is the headteacher's evaluative comment upon each child's attendance, not commonly a part of such records.
37. Staff also successfully raise parents' awareness of attendance issues by regularly providing charts that enable them to see at a glance the extent of their child's authorised and unauthorised absence. This information is helping to raise attendance and reduce the level of absence that some parents condone.
38. Parents of children who have special educational needs are better informed about their progress and more involved in helping them reach their targets than at the time of the last inspection.
39. Some parents, justifiably, would like more information about how they might help their child to learn at home. Younger pupils' teachers often provide this but the good practice of keeping parents informed about topics that are being taught, and ways to help, is not consistent throughout the school. A small group of highly committed parents attend family learning sessions that help successfully to increase their own basic skills and teach them how children are taught nowadays.
40. Staff welcome, and are very grateful for, the assistance of parents and other adults in class, with the breakfast club, and the parent and teacher association's highly successful social and fund-raising events.
41. Pupils benefit hugely from valuable links with Intake High School Arts College that enrich the performance arts curriculum, and raise multi-cultural awareness, through specialist music and dance tuition. Pupils are also taking part, with other local schools, in an innovative popular radio project that is helping to improve academic and personal development.
42. The school taps into local amenities and the wider community effectively. Educational visits provide meaningful first-hand experiences, and visitors such as storytellers, local clergy, and health and sports professionals bring learning alive. Strong links with teacher training establishments are mutually beneficial.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher and deputy headteacher are good with some very good features. Management is good. Subject leaders manage and lead well. The governance of the school is good.

Main strengths and weaknesses

- Very good aspects of leadership have created a school with a very positive ethos.
- The relocation and re-establishment of the school and the development of the new accommodation were very well managed.
- The governors are actively involved in the school's developments.
- The monitoring of lessons is undertaken well, but not always in ways related to pupils' achievement.

Commentary

43. The school has a vision that is fulfilled in many respects, which aims to educate pupils academically and equip them with the knowledge, skills and understanding to become good citizens in a multi-cultural society. Pupils behave very well and possess very positive attitudes in work and play as a result of the vigorous efforts to achieve the school's positive ethos. Their personal development is further enhanced by the school's active belief in anti-racism. Pupils are educated to celebrate people's similarities and differences and this has produced the very good level of understanding and the climate of care and tolerance of which all parties, including parents, are justly proud. Pupils speak enthusiastically about the school's efforts to achieve the Stephen Lawrence Award for racial awareness. They are also very pleased that the incidence of bullying has fallen since the school has introduced its comprehensive system of class councils, school council and pupils taking a more active role in challenging unwanted behaviours in the playground. This aspect of the school has been led and managed very well.
44. The context within which recent developments in the school have been achieved has been one of turmoil. Shortly after the current headteacher and deputy headteacher were appointed, the school was moved to temporary accommodation while its building was radically upgraded. This interrupted the school's progress in many respects, but strengthened teamwork and liaison with parents by virtue of the adverse circumstances encountered. Very good management, demonstrated by the governors, headteacher and deputy headteacher, has ensured that the school is back in situ and running well despite the many setbacks that have occurred. Some aspects of the school contain ongoing problems, which are being tackled currently; for example, the nursery and reception classes stayed on site, for a year, during the relocation, but have only recently been working together in close proximity. A continuity of practice between the two classes is still in the process of being developed. Moreover, pupils' progress in Years 1 and 2 slowed in the period of relocation, owing to staff illness and turnover, and is only picking up again with more stable teaching. The school is now making good use of its accommodation and wisely concentrating on improving the standard of its equipment; for example the electronic whiteboards are currently being increased in number.
45. The very good standard of care for pupils rightly extends to their academic development. A great deal of information is collected about pupils' progress and it is used well to set targets for future learning. This process has some good effects, more often in Years 3 to 6 where teaching has been more stable in recent years. It is the thoughtful concentration on how each pupil is developing academically that is a hallmark of the school's ethos. The school has a detailed and wide-ranging system of checking on teaching and its effect. The senior management team is active in monitoring in ways that are linked closely to the school's new policy for teaching and learning. Despite the comprehensive nature of this monitoring, there are some weaknesses that limit its effect overall. The advice offered to teachers after lesson observations is considered well and corresponds to elements of the school's policy, but there

is insufficient emphasis on the rate of pupils' progress and whether their achievement is good enough. As a result, the potential for this system in raising standards is limited.

46. The provision for pupils who have special educational needs is very well led by the co-ordinator and relies on the close working relationship of pupils, teaching assistants, teachers and parents. The individualised work for these pupils is facilitated very well by the many assistants employed by the school. This kind of provision is part of a wider plan to help other groups of pupils maximise their progress, for example pupils with average attainment, but who need a boost in their learning; this programme is orchestrated very well by the deputy headteacher.
47. Subject leaders manage and lead with enthusiasm and have a good grasp of their subject. However, beyond English, mathematics, science and ICT, there is little formal assessment of pupils' progress which leaders can use to help judge standards. This limits the overall scope of their work. The Foundation Stage is managed well. Children receive an apt curriculum and achieve well over the two years. Good leadership and management have made sure that the new accommodation for reception children provides relevant opportunities for learning. This is successful to a point, but there is still more to accomplish.
48. Teaching has improved well since 1999. The headteacher and governors have done well to cope with the relocation and re-establishment of the school and improve teaching in Years 1 and 2, for example. Furthermore, the school has been effective in providing time for teachers away from their classes, to prepare lessons and fulfil their managerial responsibilities. Governors are closely involved in all developments and take an active interest in pupils' progress. Their work has been strengthened well since the time of the last inspection. They speak with authority and insight about the school's achievements. Statutory duties are implemented in full including the provision of a racial equality policy, which is most effective in practice. There is an appropriate policy for sex and relationships education and for drugs' awareness, which is implemented well. Governors consult well and have an outward looking approach that compares the school with others in a similar position.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	707,319	Balance from previous year	93,850
Total expenditure	645,119	Balance carried forward to the next	62,200
Expenditure per pupil	2639		

49. Finances are managed well. The large balance in 2002/3 was due to issues related to the relocation. The current balance is broadly in line with the recommendations of the local education authority. Spending on pupils is about average and value for money is good because pupils achieve well.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is good. Children are admitted to the nursery class when they are three and transfer to the reception class in the September after their fourth birthdays. Children's attainment on entry is usually below that expected for their age.

There has been good improvement since the last inspection. At this time the two classes functioned as separate units. The new build has brought the nursery and reception classes into close proximity enabling them to plan together and share the well-organised outdoor facilities. Good leadership has resulted in a more cohesive unit and a smoother transition for children. Teaching is good overall, with very good teaching seen in the nursery. However, there is still more to do to ensure that provision in the reception class, whilst building on the very good nursery provision, prepares children rigorously for entry into Year 1.

PERSONAL, SOCIAL AND EMOTIONAL EDUCATION

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

Main strengths and weaknesses

- Relationships are very good so children feel confident.
- Nursery children flourish because the organisation of their learning develops independence.
- The quality of teaching is good and raises children's esteem.
- When activities lack a clearly defined focus children sometimes behave inappropriately.

Commentary

50. As a result of the good teaching and learning, children achieve well and most are on course to reach the nationally expected levels by the end of their reception year. Teachers ensure that children develop good levels of confidence, and establish good relationships and an awareness of the needs of others. The very good organisation of the nursery contributes significantly to children's development. Carefully organised, well-planned and provisioned areas ensure children have all they need so most display very good levels of independence. The reception teacher manages children very effectively in whole-class situations, so they quickly learn school routines and behave very well at these times. Because provision is sometimes less well defined when children work independently, children sometimes behave inappropriately.
51. In both classes relationships are very good. Staff provide very good role models for children and are steadfast in their care and nurture. As a result, children settle quickly into school routines. The very good links between home and school contribute significantly to children's developing self-assurance. The positive, happy atmosphere engendered in both classes, together with very good levels of praise and encouragement, enables children to develop very good levels of self-esteem. They enjoy school and enthusiastically take part in all aspects of school life. In both classes, resources are organised to be readily accessible, enabling children to make choices and develop good levels of independence by the time they reach Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The teaching of early reading skills is good.
- Children are taught to listen carefully to their teachers and others.
- Opportunities to practise early writing skills are insufficiently structured.

Commentary

52. Teaching and learning are good and, as a result most children achieve well. They are on course to reach the nationally expected level by the end of reception in speaking, listening and reading. Standards in early writing are below average, but children achieve satisfactorily overall. Few demonstrate independent skills when writing familiar words. The teaching of letters and the sounds they make is very effective so that most reception children can name and sound letters of the alphabet and many are beginning to build simple words such as 'hat' or 'cup'. Effective teaching includes daily whole-class practice of letter sounds and the skilled use of an interactive whiteboard that grabs children's attention. The impact of this is reduced because there are insufficient planned opportunities for adults to support children as they apply this knowledge to their writing, reducing the progress they make.
53. Teaching of speaking and listening skills is good. This is because teachers have developed a good climate for learning where children are expected to listen to their teachers and others. Teachers provide stimulating resources that enable children to learn new words as they play. For example, blue water containing ice provided an effective vehicle for nursery children to learn the new words such as 'icy', 'pale blue' and 'polar bear'. All staff spend time talking with children and use many opportunities to develop speaking skills. Teachers have developed effective strategies to address children's below average speaking skills on entry. There are times for discussion, in which children are organised in a circle and encouraged to speak and to listen. Other initiatives include puppet theatres, story telling and relating the adventures of Barnaby Bear on visits home. These are successful, so that by the end of reception, most children answer questions appropriately and initiate conversations.
54. Reading advances well. In nursery there are many planned opportunities to share and enjoy books. Because children are placed in smaller groups for the daily story session, the stories more closely match their differing needs, making this a worthwhile, pleasurable time. Good teaching in reception provides children with the skills they need; for example, high attaining children spot the letter sounds in simple words and sensibly look for picture clues. Parents are actively involved in this learning because all children take home a library book and reception children practise a weekly letter sound and key words. Most children have gained a sound knowledge of letters and words and have acquired a love of books.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good teaching enables children to make good progress and achieve well.
- Children learn to count effectively in everyday situations.
- Mathematical skills are not always reinforced fully.

Commentary

55. Children enter nursery with good counting skills. Many can count to five. By the time they leave nursery most count and identify numbers to 10. As a result of good teaching they make good progress so that by the end of reception most will attain the learning goals. Teachers make learning fun. Nursery children share counting books with adults and count in a variety of

situations such as the number of animals in the 'vet's surgery', or when passing a toy around a group. In reception good use is made of whole-class teaching to revise and develop number concepts. The teacher skilfully uses the interactive whiteboard to grab children's attention so they concentrate for good periods of time. They actively participate by dragging numbers to a washing line or placing numerals in order. The teacher effectively extends children's learning when working with a small group, but opportunities are missed for others to consolidate their learning in carefully structured independent activities such as the sand or class shop.

56. Children have good opportunities to use computers to develop mathematical language. They match repeating patterns, and use a programmable toy to count and move a robot around Goldilocks' forest. This enriches provision and extends the scope of learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Well-planned topics enable children to make links in their learning.
- Children undertake a wide range of interesting activities.
- Some jointly planned activities lack progression.

Commentary

57. Teaching and learning are good overall, ensuring that children make good progress and achieve well. Most will reach the nationally expected level by the end of the reception year. An interesting and wide-ranging curriculum engages children, expanding their understanding of the world. For example, nursery children don hard hats and work with a range of tools and materials in the 'builders' yard'. Reception children develop competent computer skills, using the mouse confidently and taking independent decisions. In nursery, provision for this area is very good. A wealth of well-planned activities introduces children to many worthwhile learning experiences, such as working in the class 'office', visiting the class 'vet's', or developing early scientific notions of animals and their habitats. The nursery and reception teachers plan a topic jointly, enabling them to share resources and pool ideas. Sometimes there is insufficient progression for reception children. For example, outdoors, children donned binoculars to search for and make tally charts of bears spotted – a very worthwhile, exciting activity, but with limited extension for older children.
58. Class topics are planned to embrace all areas of the early years curriculum and enable children to make links in their learning. In a topic about animals, they learn about differing habitats, measure and count bears and sequence and retell stories about them. Teachers make good use of simple mind-mapping activities to broaden the scope of learning, for example naming animals, and branching to their differing features. Interesting visits and visitors such as local police and firemen enrich the provision.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children's manipulative skills develop well through a good range of activities.
- Provision for outdoor play provides insufficient structure for reception class children.

Commentary

59. Children enter nursery with below average manipulative skills. They make very good progress because the nursery teacher plans a very wide range of opportunities to develop physical skills. They make satisfactory progress in the reception class so that most children are on course to meet the expected goals by the end of the reception year, achieving well overall. Within the nursery, the very good level of resourcing and attention to detail, for example the nursery 'office', enables children to develop skills of cutting, joining and fixing. There are frequent opportunities to develop pencil and brush control and to use an increasing range of utensils such as rollers and cutters. These skills are developed appropriately in the reception class as children confidently use scissors and a good range of tools. Sometimes, a lack of clear guidelines limits the quality of their finished work.
60. Very good outdoor provision enables children to confidently steer a range of wheeled vehicles and to use a good variety of small apparatus. Opportunities for climbing are limited. Whilst entirely appropriate for nursery children, planning for outdoor provision does not provide enough challenge at the appropriate level for most children in the reception class. Reception children enjoy movement lessons, showing good control as they run, jump and turn.

CREATIVE DEVELOPMENT

Provision in creative development is **good** overall.

Main strengths and weaknesses

- Tasks are linked to the overall topic that brings children's learning together well.
- Children express themselves well in dance lessons.

Commentary

61. The quality of teaching and learning is good overall. Most children are on course to reach the expected goals for their age by the end of the reception year. Achievement is good. The way in which teachers relate tasks to the overall topic is very meaningful for children. For example, as part of literacy work, reception children have read *The Bear Hunt* together and then acted this out in a dance session. Knowing the theme well, they enter into the spirit of the story, adapting their movements as they travel through grass and mud and adopt scary facial expressions. Most adapt their voices to portray the characters. A strength of creative development is the well-organised facilities for children to dress up and use their imagination through role-play, for example, in the class vet's. This is particularly successful when adults play alongside children, modelling appropriate play, extending vocabulary, and demonstrating correct use of resources. Teachers provide a broad and interesting range of activities enabling children to experience materials and develop new skills, for example, combining paints or constructing animal masks.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The subject is well led and managed in ways that are raising standards.
- Pupils' standards are above average by the end of Year 6.
- Teaching assistants deliver very effective programmes to help pupils who have special educational needs.
- Opportunities for pupils to develop the way that they talk about their ideas are inconsistent.
- Teaching provides too few opportunities for pupils to evaluate their learning.

Commentary

62. The 2004 results, in national tests, were below the national average at the end of Year 6 and at the end of Year 2. This represents a fairly common pattern in the school's results when compared to those attained by pupils nationally. Pupils in Year 2 usually achieve at least satisfactorily compared to those in similar schools, but their achievement has been lower by comparison in the last two years. In 2004, pupils' achievement in Year 6, compared to pupils in similar schools, was average. The school has identified, correctly, that pupils' achievement in writing has, in the past, lagged behind that of reading and was in need of development.
63. Current standards are above the expected levels in Year 6 and in line with them in Year 2. Pupils in Year 6 are achieving well. They have made good progress in their final year, and from Year 3, owing to the positive influence of stable teaching that has managed to militate against the adverse circumstances of pupils having to move school twice in the last few years. Furthermore, pupils in Year 2 are achieving well to reach satisfactory levels. They have suffered recently owing to the problems associated with the accommodation and frequent changes in staffing. Good teaching has now put pupils back on track.
64. The good provision in English stems from the good leadership and management shown by the subject leader and the capacity within teaching to improve pupils' writing. As a result, the school is concentrating on the right things to raise standards even further. For example, the well-orchestrated teaching of pupils who have special educational needs, and of those that require an extra boost to reach a higher level, is having a very positive influence on pupils' progress. The way in which teaching assistants help in this process is significant. The school has begun a programme of development associated with pupils' closer involvement in how they approach their learning. This is beginning to work well. Pupils often have group targets that they take seriously. Boys, in particular, are beginning to participate more fully in lessons because drama, discussion and practical activities are more prevalent. Several successful methods are being used to assist pupils in producing more accomplished pieces of writing. They are, for example, encouraged to draw a diagram of their ideas before developing them into a piece of prose and teachers are beginning to identify in their marking exactly what pupils have done well in trying to achieve the objective of the lesson. The pupils are making gains in their composition of grammatically sound sentences and the accurate use of punctuation, but the presentation of work is often not up to standard; for example, some pupils in Years 3 and 4 still do not write in a joined style of handwriting.
65. There have been some good initiatives in getting pupils to express themselves, verbally, in a more fluent way. Teachers often, for example, ask pupils to discuss ideas in pairs and report back to the whole class. In some lessons this approach is very successful, such as in Year 6 when the teacher, pupils and teaching assistant have very profitable discussions about their work, but in other classes this feature is sometimes overlooked. The development of pupils'

speech is a relative weakness because teaching does not often accentuate what is successful about the way ideas are expressed and how pupils' verbal communication could be improved. Furthermore, a review of learning at the end of lessons is often planned, but sometimes not fulfilled. This lack of discussion about how well pupils think they have done and what they need to do to improve is a common area for development in lessons.

66. The setting of targets for pupils to achieve in their reading and writing is becoming more commonplace, but it is not yet a system that is consistently applied throughout the school. This relative lack of coherence hinders pupils' progress and the school is correct in maintaining this as a focus for development. Many pupils, for example, have targets to improve their writing stuck into their exercise books, but they do not all appreciate their significance.
67. The subject leader has been very active in making sure that learning has been re-established well after the hiatus caused by the redevelopment of the accommodation. The new library, electronic whiteboards and the small teaching spaces for withdrawal groups are all being used well to speed up pupils' progress.

Language and literacy across the curriculum

68. Pupils use their basic skills of reading and writing satisfactorily in other subjects. For example, they write accounts in history, explain their results in science and summarise facts well in religious education. The school is justly proud of its enriched curriculum for the arts, particularly in music. This results in plenty of chances for pupils to talk together about what they are doing, but opportunities for imaginative writing, associated with these musical experiences, are limited. ICT is used very well to compose material for the school's on-line radio programmes, but not used well enough for research purposes, in regular lessons, owing to a relative lack of computers in classes.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils in Year 6 achieve standards that are above average.
- Pupils who have special educational needs make very good progress because of the extra help they are given.
- Leadership and management are good.
- Higher attaining pupils are not always sufficiently challenged and there is limited use of ICT to enhance the subject.
- Pupils have very positive attitudes to their work, which has a beneficial effect on their achievement.

Commentary

69. Over the past few years, the results of the national tests for pupils in Year 6 have often been well above average, and below average for pupils in Year 2. Results were average in Year 6 in 2004 because there were more pupils who had special educational needs, but standards are currently above average. In Year 2, pupils are achieving well to reach average standards, which represent an improvement on recent years.
70. Teaching and learning are good overall. In Years 1 and 2, there has been some turbulence in staffing over the last few years, which has limited pupils' progress. This situation has now been stabilised and pupils' progress is beginning to accelerate. When teaching and learning are particularly good, in Years 1 to 6, the introductions to lessons are brisk, which results in pupils making good progress in their quick mental recall skills. There is good recapitulating of

learning objectives throughout the lesson, and effective use of conclusions to the session to review and consolidate pupils' learning. In such lessons, there are good opportunities provided for pupils to develop their mathematical vocabulary by explaining the methods they have used to solve problems they have been set. In some lessons, however, there too few planned opportunities for pupils to express their ideas orally to help develop their skills in speaking. Teachers have good subject knowledge and expertise, which enables them to explain and demonstrate new mathematical ideas to pupils in a confident manner. As a result, pupils are very clear about what they are to learn and what is expected of them during lessons. This was evident in a very good lesson for pupils in Year 5. The teacher used the computer-operated whiteboard very effectively to develop pupils' skills in using multiplication and division operations to solve number problems involving money. The activity was linked to everyday life so that pupils could use their own experiences to support their learning. Teaching assistants are of a high quality and the extra help they provide for pupils who have special educational needs enables them to achieve very well.

71. Limited opportunities are provided for pupils to use ICT to support their learning, such as in gathering and displaying data and recording the findings of mathematical investigations. There are times when all pupils of different abilities do the same work, which means the level of challenge is inappropriate for some of them. This is especially the case for higher attaining pupils who are sometimes given work that is well within their capabilities. This is true, for example, in Years 1 and 2 where pupils are doing well overall, but higher attaining pupils could, on occasions, do even better.
72. Pupils show very positive attitudes to their work in mathematics, especially enjoying the practical activities. As a result, their behaviour is good and they are able to maintain their concentration for lengthy periods of time. They work well together in pairs and small groups, which makes a positive contribution to their personal development.
73. The subject leader has played a central role in the good improvement made since the previous inspection. Procedures for planning and the assessment of pupils' attainment and progress have been developed well. As a result, planning for lessons is now successful in ensuring that most pupils are given work that builds on previous activities, so they are able to develop their learning in a progressive manner. Assessment arrangements are thorough, which allows teachers to have a clear view of their pupils' attainment and know what is needed next to improve their performance in the subject. This information is not always conveyed clearly to pupils who are sometimes not aware of the targets they are working towards. The subject leader's teaching is a good role model to others and a good action plan for further development has been created. The curriculum is good, with a strong emphasis on pupils learning through well-structured practical activities. Resources are plentiful and of good quality.

Mathematics across the curriculum

74. There are satisfactory opportunities for pupils to practise their numeracy skills in other subjects. For example, in science, pupils in Year 6 make careful measurements during investigations and use the information to create graphs to record their findings. In geography, pupils have created tables to show statistical information collected during research into volcanoes. There is scope to develop more planned opportunities to enable pupils to use mathematics to support work in other subjects.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- The development of pupils' investigative skills through practical investigations is good.

- Pupils enjoy science lessons and are keen to learn.
- Regular reinforcement of scientific vocabulary gives pupils the tools they need to improve.
- Lessons do not always provide enough challenge for high attaining pupils.
- The tracking of pupils' progress is insufficiently rigorous.

Commentary

75. Standards at Years 2 and 6 dipped in the 2004 National Curriculum tests due to the upheaval of the building project, staffing issues in Years 1 and 2 and the significant minority of Year 6 pupils who had emotional and behavioural needs. Currently, standards are above the national average and pupils achieve well by the end of Year 6. Standards in Year 2 are in line with national averages and pupils are achieving well after a difficult period. The school has done well to recover, enabling pupils' standards to rise. Standards are now similar to those reported at the last inspection. Pupils' progress is steady as they move through the school due to the systematic build-up of investigative skills. Progress accelerates in Year 6 because teaching is consistently rigorous, providing frequent opportunities for pupils to conduct individual scientific investigations. Also, pupils receive an effective boost to their learning through additional small group work.
76. Teaching and learning are good throughout the school. Teachers give clear instructions and explanations using correct scientific vocabulary. As a result pupils develop a good understanding of scientific words and use them in their work. Teachers manage pupils very well so lessons run smoothly and there is a real focus on learning. Hence pupils are enthusiastic, have very good attitudes to learning, work hard and concentrate well. Pupils' good learning stems from a carefully structured programme of work and good teaching generally, enabling pupils to systematically build up new skills and understanding. In lessons, pupils are guided by clearly worded objectives, giving purpose to their work. Plenty of practical activities cement pupils' understanding. Pupils' learning accelerates in those lessons where all are actively engaged rather than observing the teacher conducting the investigation. For example, learning was very good in a Year 4 lesson where all pupils took part in an exciting game about creatures and their habitats, and in a Year 6 investigation about shadows where pupils planned their experiments and undertook the work in groups. This enabled them to develop a good understanding of scientific processes from hypothesis to fair test and conclusion, effectively accelerating their learning.
77. However, even in the best teaching there are too few planned opportunities for pupils to vocalise their ideas through class and group discussions, limiting opportunities to give voice to their ideas and consolidate learning. This was true in an otherwise effective Year 3 lesson in which more confident pupils dominated class discussion, whilst the remainder were passive. Hence, whilst pupils have good opportunities to communicate their ideas on paper many experience difficulty in putting their ideas and evaluations into words. Teachers provide too few opportunities for pupils to apply ICT skills, for example using computer-generated graphs to record results.
78. Standards might be even higher if more pupils attained beyond the expected level for their age. In many lessons, teachers plan work to be undertaken by the whole class rather than closely aligned to pupils' differing abilities. Pupils who have special educational needs and those of below average ability receive effective support from competent teaching assistants. This enables them to undertake the same work as others in the class and to achieve very well. However, work sometimes lacks challenge for pupils capable of higher attainment. In the lessons observed, higher attaining pupils were not expected to write more fully nor given additional questions to enable them to think more deeply about their findings.
79. The leadership of the subject is good overall, because teachers receive knowledgeable support prior to teaching new work. Effective whole-school training to increase teachers' expertise in scientific investigation is a key reason for pupils' overall good achievement.

Teachers regularly evaluate pupils' progress and use this to inform new learning. However senior managers have yet to collate this information to set realistic targets and rigorously track pupils' progress towards these as they move through the school. Interesting visits, visitors and events enrich the provision; for example, following a visit to a local farm, Year 2 pupils were enthralled to observe chicks hatching in their classroom. Considering the challenges of relocation and the new accommodation, the school has done well to maintain the standards reported at the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision in ICT is **good**.

Main strengths and weaknesses

- Teaching and learning are good and helps pupils to achieve well.
- There is good leadership and management.
- The ICT suite is used well to develop pupils' basic skills in the subject.
- There are not enough opportunities to use these skills to support learning in other subjects.

Commentary

80. Most pupils in Years 6 and 2 reach standards that are above those expected for their age. This shows they have achieved well.
81. There has been good improvement since the previous inspection with the creation of a dedicated computer suite. Each class has a weekly timetabled session in the suite and this is used effectively by teachers to develop basic skills in the subject. Teachers have received training to develop their expertise and confidence in teaching the subject. As a result, they are able to explain and demonstrate new ideas and techniques precisely so that pupils are clear about what they are to learn and what is expected of them. This was evident in a lesson for pupils in Year 5 on learning how to enter information into a spreadsheet. Because of the teacher's expertise, pupils made good progress in their understanding of the usefulness of spreadsheets for calculating costs. There is strong emphasis on pupils working together in pairs on computers, which makes a positive contribution to their personal and social development. Lessons are planned and managed well to maintain the pupils' interest and concentration. As a result, they have a good work rate and are productive. Teachers with computer generated whiteboards in their classrooms use them well to enhance pupils' learning. There is planned intention to provide these whiteboards in all classrooms in the near future. Teaching assistants are deployed well in lessons so that all pupils receive a high proportion of direct teaching. This is an important factor in the good progress that they make.
82. The subject leader has a clear view of the subject's strengths and weaknesses, which has enabled her to develop a focused action plan for taking the subject forward. This includes re-timetabling the use of the suite to allow pupils to make better use of their ICT skills in other subjects. At the moment such opportunities are limited. The quality of her teaching provides a good role model and her expertise enables good support and advice to be given to colleagues. The curriculum is planned well so that all strands of the subject are effectively covered. Assessment procedures have been improved to provide a better recording system to track pupils' progress. This information is not always shared with pupils, which leads to them being unsure of the targets they are working towards. The suite is in the process of being upgraded with new computers, a new server and better quality software. Pupils show a lot of interest and enjoyment when working on computers. They are very well behaved and keen to improve their skills. This has a beneficial effect on the progress they make and the standards they achieve.

Information communication technology across the curriculum

83. There are not satisfactory enough opportunities for pupils to use their ICT skills to support and enhance learning in other subjects. However, there are some good examples of pupils using the Internet well as a means of researching information. This is evident in a project about the Tudors as part of their work in history. Good use is made of a member of staff from Intake Arts College to help pupils use ICT to develop their composition skills in music. Pupils are also able to use their word-processing skills to help add interest to their writing in English.

HUMANITIES

Only one lesson was observed in geography and history respectively, therefore it is not possible to make a judgement about provision in these subjects. However, pupils' work was evaluated and discussions were held with the subject leaders and pupils.

84. Pupils in Year 6 reach standards in **geography** that are above those expected for their age. This represents good achievement. The curriculum has been strengthened since the previous inspection so that pupils are able to enjoy a wide range of relevant and imaginative experiences. An extensive variety of visitors and visits, including residential stays, are used to provide further significant learning opportunities. Pupils are able to make good use of local visits to develop their knowledge and understanding of the environment in which they live. There are satisfactory opportunities for pupils to use their numeracy skills in geography, such as when pupils in Year 6 have made tables to show statistical information collected during research into volcanoes. Links to other subjects are developing. This is evident in the work of pupils in Year 2 who have used their art skills to create paintings of the Amazonian rainforest. In the one lesson observed, for pupils in Year 5, teaching and learning were good. As a result, pupils made good progress in understanding how waves shape coastal environments.
85. Pupils attain standards in **history** by the end of Year 6 that are in line with the national expectations, which represent sound achievement. The one lesson seen in Year 3 was taught satisfactorily. Pupils were engaged well in thinking about life in ancient Egypt. They watched a video, discussed in groups and looked at pictures to gather information. Standards were average, but those pupils capable of higher attainment could have been challenged with more taxing activities. Everyone did the same and this restricted progress in some cases. Pupils in Year 2 recall the work undertaken on Remembrance Day and can associate well with the sad memories that are invoked, but find it hard to place the wars they studied in any timescale. Sometimes the curriculum has been enlivened very well by visitors, such as an actor in Roman costume or the use of ICT and the Internet. Pupils in Year 6 spoke very animatedly about an exciting project on the Tudors, which was broadcast as a radio programme on the Internet.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils know many useful facts about religion, but lack opportunities to reflect on them in terms of their own lives.
- Good quality resources, artefacts and interesting visitors are used to enhance learning.
- There is no formal system of assessment by which to judge the extent of pupils' achievement.

Commentary

86. By the end of Year 6, pupils' attainment is broadly in line with the expectations of the locally agreed syllabus and they are achieving soundly. For example, they can identify the main architectural features of Christian places of worship and the main elements of the Christian and Islamic faiths. Pupils sometimes think deeply about what religious stories mean to them. For example, one pupil in Year 6 wrote, in detail, about their life-changing moments before writing about Saul's conversion on the road to Damascus. However, this aspect of the syllabus is taught infrequently and pupils end up with an imbalance of fact over reflection and understanding.
87. Pupils in Year 2 attain average standards and achieve satisfactorily, but they too lack time to think about how the subject matter is relevant to their own lives. In one lesson in Year 2, pupils studied the Jewish faith and in particular the Torah scrolls. They gasped in fascination when the teacher held up a copy of a scroll and were knowledgeable at the end of the lesson about how the scrolls were read, but they did not spend enough time talking about their own lives and the part played, or not, by special books or artefacts and ways of handling them. The use of scroll copies was particularly effective in ensuring pupils' attention and was a good example of the way in which resources have been enhanced since 1999.
88. Teaching is satisfactory. Pupils learn soundly but their powers of describing and evaluating their learning are hampered by the relative lack of emphasis placed on discussion. Even when pupils talk well about the content of the lesson they are not often invited to say how well they have done in relation to the lesson's objectives or what might have been improved. For example, in a Year 3 lesson on the way Jesus has been depicted in art, throughout the centuries, pupils talked in a lively way about the topic. This was a good lesson in which pupils were truly engaged in investigation about the various pieces of art. One pupil did really well when speaking for a group that had been studying an African depiction of Christ in saying that, "This isn't what we expected. We thought that he might be cheerful, but he wasn't." However, pupils' learning was a little rushed and there was not time, or structure within the lesson, to develop this and the other interesting ideas. Moreover, there was not an opportunity for pupils to evaluate the extent of their progress.
89. Leadership and management of the subject are satisfactory. There has been sound progress made from the time of the last inspection when resources were not as good as they are now. The syllabus is firmly in place. The lack of a system with which to assess the standard of pupils' work is a shortcoming that prevents the school from judging how well pupils are achieving and putting in place activities to promote better progress. As a result higher attainers are often given the same work as other pupils. This prevented those capable of more demanding work in one Year 6 lesson, for example, from delving deeper into how Church architecture reflects and reaffirms the beliefs of those that worship there.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were observed in design and technology, but one was observed in physical education, art and design and music respectively. Therefore, it is not possible to make an overall judgement about the provision in these subjects. However, pupils' work and teachers' assessments were evaluated. In addition, discussions were held with the subject leaders and pupils.

90. Standards in **art and design** are average and this represents satisfactory achievement. Year 6 pupils talk enthusiastically about their artwork, but have a limited knowledge of the techniques used by famous artists. Computers are used effectively for drawing and filling purposes, for example creating pictures in the style of Mondrian. In Year 2, standards in drawing and painting are above expectations for pupils of this age. After studying the work of the artist Georgia O'Keefe, Year 2 pupils' drawings of poppies showed a good eye for detail and good control of pastels. In a Year 5 art and design lesson pupils reached average standards. They devised suitable drawings of their design intentions, although sketching

techniques overall were barely satisfactory. Pupils have good opportunities to develop their interests in two after-school clubs and Year 3 pupils visit the local art gallery, extending and enriching provision. The subject manager is new to this role and acknowledges rightly the need to raise the profile of art and design throughout the school.

91. Standards in **design and technology** are average by the end of Year 6 and this represents satisfactory achievement. Standards are similar to those reported at the last inspection. Pupils in all year groups design and make things using a satisfactory range of materials and techniques. The design process was seen to be fully in place in Year 3. Prior to making hand puppets, pupils drew labelled design intentions and listed their requirements. The completed work closely resembled the original designs and pupils wrote honest evaluations of their work and how it might be improved. This good practice is not a consistent feature in all classes. Scrutiny of pupils' work on display indicates limited application of mathematical skills such as adding measurements to design intentions. The use of ICT for control and modelling purposes is limited. Teachers give real esteem to pupils' work by displaying finished items attractively. There are no clear arrangements for assessing pupils' work over time, limiting opportunities for the subject manager to evaluate standards in the subject.
92. Standards in **music** are above those expected nationally at the end of Year 2 and 6 and pupils achieve well. This is mainly due to the well-devised plan for teaching music, the considered way in which pupils' musical talents are nurtured and the very good links that the school has with the local college for creative arts. Pupils really enjoy their lessons. Those in Year 6 sometimes go well beyond what is expected for their age such as in a lesson on the Brazilian samba in which the whole class played as a Samba band. The music they made, expertly led by a tutor from the college, was exciting and inspirational. The whole experience was vastly influential on their spiritual, social and cultural development. The use of ICT is good. By the time pupils are in Year 6 they are versatile at using ICT software to create music. The school has adopted a published scheme of work to help non-specialist teachers and this is being used well to teach pupils the basic rudiments of rhythm and notation, for example.
93. Pupils in Year 6 reach standards in **physical education** that are above those expected for their age. This represents good achievement. There is a broad and balanced curriculum, with very good opportunities for enrichment that make a positive contribution to pupils' personal and social development. For instance, pupils can take part in a wide range of extra-curricular activities and are also able work with a variety of professional coaches to develop their skills in sports such as rugby. There is good involvement in competitive sports with other schools. Many of these activities have been built up by the subject leader, whose work has had a positive effect on provision. In recognition of the quality and extensive range of activities, the school has gained the Active Mark Gold Award. Pupils in Years 3 and 4 have sessions in the local swimming pool to promote their swimming skills and develop their knowledge and understanding about water safety. By the time they leave school, most pupils can swim the nationally expected 25 metres. In the one lesson observed, the expertise of the teacher led to pupils in Year 6 making good progress in their catching and throwing skills. Good use is made of a member of staff from Intake Arts College to help pupils improve their skills in dance. The accommodation is good, with a spacious hall and sufficient outdoor hard surfaces and grassed areas for developing the pupils' physical education skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social, health and citizenship education (PSHCE)

Too few lessons were observed in this area of the school's work so a judgement on overall provision is not possible.

94. The school places great importance upon promoting PSHCE through specially planned lessons, discussion times, assemblies and opportunities for pupils to influence decision-making and help others.

95. The well-established school council promotes pupils' personal and social development and citizenship very effectively by enabling Years 1 to 6 to experience democracy at first hand. Chosen to represent their classmates, some by election, they maturely canvass views and debate whether suggestions are realistically attainable. They proudly talk about interviewing their local MP during his visit to their school assembly to find out how democracy works in Westminster. Council representatives play an active part in eliminating anti-social behaviour such as name-calling. The number of incidents has fallen since they began helping victims by politely asking the perpetrators to stop being hurtful, making records, and involving staff only if the ribbing persists.
96. Anti-racism PSHCE receives a very high emphasis in Years 3 to 6 and is very important in this virtually all-white British community. In a very sensitively taught Year 4 lesson, for example, racist comments that pupils had heard outside school were successfully challenged by underlining that humans, like other species, are all different yet the same. Race equality is also promoted well through discussions relating to fair trade, slavery and refugees.
97. Sex education and drugs education are taught effectively. The school is working successfully towards gaining the Leeds Healthy School Standard and the Stephen Lawrence award.

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	2
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 (ethos)	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	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	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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