

INSPECTION REPORT

WESTGATE PRIMARY SCHOOL

Otley, West Yorkshire

LEA area: Leeds

Unique reference number: 107879

Headteacher: Mrs Rhona Bignell

Lead inspector: Elisabeth de Lancey

Dates of inspection: 18 – 21 April 2005

Inspection number: 268233

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	227
School address:	Scarborough Road Otley West Yorkshire
Postcode:	LS21 3JS
Telephone number:	01943 462349
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Appropriate authority:	Local education authority
Name of chair of governors:	Mrs Barbara Crump
Date of previous inspection:	N/A

CHARACTERISTICS OF THE SCHOOL

Westgate Primary School, is situated on the western edge of the Yorkshire market town of Otley, Housed in two traditional Victorian buildings, the new school opened in September 2002 following the local authority's reorganisation of primary education. In 2002, there were high levels of mobility into the new school with pupils transferring from other schools to Years 4, 5 and 6. Almost all the pupils who are in the current Year 6 transferred to the school at the beginning of Year 4. The school has faced many challenges as a result of the re-organisation; most notably the refurbishment of the buildings and changes to staffing. The headteacher was appointed in September 2003.

Westgate is an average sized primary school which provides education for pupils between the ages of three to 11. Currently, there are 225 pupils on roll with slightly more boys than girls. Children start part-time in the nursery, the term after their third birthday, and transfer into the Reception class at the beginning of the year following their fourth birthday. Currently 52 children attend the nursery in either the morning or the afternoon.

Most children live in the immediate vicinity of the school and a small proportion come from further afield. Nearly all the pupils are of white British origin, and all pupils speak English as their first language. The percentage of pupils known to be eligible for free school meals is below the national average. Pupils' attainment on entry varies but is average overall. Sixteen pupils have been identified as having special educational needs which is well below the national average. Three pupils have statements of special educational needs which is broadly average; these are for a variety of learning, emotional, behavioural or sensory difficulties. A small number of pupils are in public care. There is a before-school club and pupils may attend a local after-school club. The school has been involved in the 'Excellence in Cities' initiative and has registered for assessment for the 'Investor in Pupil' award. It is currently working on "Giving Children A Say" towards the completion of this award. The leadership team is currently involved in the Primary Leadership Programme.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22272	Elisabeth de Lancey	Lead inspector	Special educational needs English Art and design Music
9189	Susan Wood	Lay inspector	
104144	Mary Marriot	Team Inspector	Foundation Stage Geography History Religious education
21100	Alan Morgan	Team inspector	English as an additional language Mathematics Science Information and communication technology Design and technology Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good primary school. It is welcoming and caring and includes all pupils well in its work. Standards are rapidly improving because the teaching is very good and enables pupils to achieve very well. The headteacher leads and manages the school very well. She has created an effective team which successfully encourages pupils to succeed and there is a strong commitment to continuous improvement. The school offers very good value for money.

The school's main strengths and weaknesses are:

- The children get a very good start to school in the nursery and Reception class and they achieve very well.
- Pupils achieve very well in English and mathematics.
- Strong support for pupils with special educational needs ensures that they make good progress.
- Pupils are enthusiastic, responsible and hard-working and sustain very good relationships.
- The school has a very caring ethos and a good climate for learning.
- There is an excellent partnership with parents who support the school well.
- A very good range of additional activities enrich the curriculum.
- In English, mathematics and the Foundation stage, leadership and management are very good but the role of the subject leaders in other subjects is not sufficiently developed.

No judgement can be made about improvement because Westgate Primary School has not been inspected before.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	n/a	D	A	B
mathematics	n/a	C	A	A
science	n/a	C	A	A

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

Pupils make very good progress in the nursery and the Reception class and **achieve very well**. By the time they leave the Reception class they will have attained the expected goals for their age in all areas of learning and most will exceed them.

National test results at the end of Year 2 in 2004 showed that compared with all schools nationally, standards were well above average in reading and average in writing and mathematics. Compared with similar schools standards were above average in reading, below average in writing and well below average in mathematics. Evidence in pupils' work over the last year shows improvement and higher standards in English and mathematics in both Years 1 and 2.

At the end of Year 6 in 2004 pupils' results were well above average in English, mathematics and science when compared with all schools. When compared with similar schools they were above average in English, and well above average in mathematics and science. These results were a significant improvement on those attained in 2003. Inspection evidence shows that standards are sufficiently high and recent improvements are likely to be maintained. When compared to their attainment at the age of seven, pupils at the end of Year 6 in 2004 made good progress overall. There is little variation in the performance of girls and boys. Pupils with special educational needs make good progress and achieve well.

Standards in science are average at the end of Year 2 and well above average at the end of Year 6. At the end of Years 2 and 6 pupils reach the expected standards in geography, and information and communication technology and their achievement is satisfactory. It was not possible to make secure judgements about provision and standards in art and design, design and technology, history, music, physical education and religious education.

Pupils' personal development including, their spiritual, moral, social and cultural development is very effective. Children's spiritual development is sensitively nurtured and they show empathy for others, sensitivity to their environment and living things. They know right from wrong and their very positive attitudes and behaviour contribute much to their effective learning. Staff and visitors to school prepare children well for life in a culturally diverse society introducing them to a variety of traditions and festivals. Attendance is very good and reflects children's enthusiasm for school.

QUALITY OF EDUCATION

The school provides a very good quality of education for its pupils. **It is underpinned by very good teaching** and learning. Teaching assistants support pupils' learning effectively. Pupils are enthusiastic learners who concentrate well and try to do their best.

The curriculum is very good. It is carefully planned and soundly based on the national guidance. There is a very good range of additional activities to enrich pupils' learning. Visitors to school are used very well to extend provision. Accommodation is satisfactory and resources are good. Outdoor accommodation is limited but staff make the best use of the available provision.

The quality of care is very high. Relationships in the school are trusting and very supportive. All pupils are known by staff and valued as individuals. Pupils with special educational needs benefit from high quality additional help.

The school fosters excellent partnerships with parents. They are given very good information about the school and are kept well-informed about their children's progress. Very good links exist with other schools, especially the local specialist colleges. Links with the community are very good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher sets a clear programme to attain high standards in all aspects of the school's work. The leadership team are effective and subject leaders in English and mathematics have a very positive impact on their subjects. Other subject leaders are developing their skills in managing the curriculum. The governors are well-informed and increasingly involved in setting the future direction of the school. Governance is very good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think very highly of the school; there are no aspects of its provision about which a significant number are unhappy. Pupils like the way that teachers help them to improve their work and they consider that they are fairly treated.

IMPROVEMENTS NEEDED

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

- Extend the role and impact of subject leaders in science and the foundation subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, achievement is very good. Standards in the 2004 national tests at the end of Year 6 were above those of similar schools in English and well above those of similar schools in mathematics and science. There is little difference in the performance of boys and girls. Pupils from different ethnic backgrounds are equally successful. Pupils with special educational needs achieve well.

Main strengths and weaknesses

- Children in the Foundation Stage achieve very well in all areas of learning.
- Pupils make good progress and achieve very well in English and mathematics.
- Pupils with special educational needs make good progress towards their identified targets.
- Standards in geography and information and communication technology are not as high as those in English and mathematics.

Commentary

1. National test results at the end of Year 2 in 2004 showed that compared with all schools nationally, standards were well above average in reading and average in writing and mathematics. Compared with similar schools standards were above average in reading, below average in writing and well below average in mathematics. Results in reading showed good improvement on those attained in 2003. Inspection evidence points to a significant improvement in 2005. The school's initiatives last year, including raising the quality of teaching and learning, very effective target setting and adult support are helping to raise standards.
2. National test results at the end of Year 6 in 2004 were well above average in English, mathematics and science when compared with all schools. When compared with similar schools they were above average in English, and well above average in mathematics and science. These results were a significant improvement on those attained in 2003. When compared to their attainment at the age of seven, pupils at the end of Year 6 in 2004 made good progress overall. Inspection evidence shows that standards are good and recent improvements are likely to be maintained because of a very effective additional teaching programme, a strong focus on developing pupils' basic skills across the curriculum and an effective system of assessment.

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

Standards in:	School results	National results
English	29.1 (26.0)	26.9 (26.8)
mathematics	30.0 (27.2)	27.0 (26.8)
science	31.3 (28.9)	28.6 (28.6)

There were 31 pupils in the year group. Figures in brackets are for the previous year.

3. The progress made by different groups of pupils is good. During the inspection, particularly good progress was seen in Years 1 and 2 where pupils are successful in meeting the targets set for them in reading, writing and mathematics. The school's value-added measures show that pupils in Years 3 and 4 make good gains in their learning because weaknesses in their knowledge, skills and understanding are addressed effectively. There is strong support, for pupils with special educational needs which ensures that they do well at meeting their targets. Gifted and talented pupils respond well to the very good opportunities they are offered to

extend their skills in music and drama. There are good opportunities for pupils in Year 6 to join master classes at the local specialist colleges and teachers are successful at setting challenging work for the more able pupils.

- Standards in science are average at the end of Year 2 and well above average at the end of Year 6. At the end of Years 2 and 6, pupils reach the expected standards in geography and information and communication technology and their achievement is satisfactory. It was not possible to make secure judgements about provision and standards in art and design, design and technology, history, music and physical education. There are examples of good work in art and design throughout the school.

Pupils' attitudes, values and other personal qualities

The pupils' behaviour and attitudes to learning are very good. Their personal development, including spiritual, moral and social development is very good. The attendance rates are very high and the majority of pupils arrive at school punctually.

Main strengths and weaknesses

- Pupils are very keen to learn and enjoy their lessons.
- There are very good relationships throughout the school.
- Pupils understand the principles of living in a community.

Commentary

- Pupils love to come to school and thoroughly enjoy their lessons. They are keen to learn and listen carefully to instructions, work hard and delight in discovering new and exciting information. They are eager to answer questions or offer ideas and frequently become totally engrossed in their learning sustaining high levels of concentration. When working as individuals, in pairs or groups, pupils concentrate hard and organise themselves well. Pupils show respect for the values and feelings of others and their work and are able to offer constructive comments on how work can be improved. They are generous in supporting the achievements of others.
- Adults develop very good relationships with their pupils. They are good role models who are warm and caring and quick to praise and build pupils' self-esteem. Staff have very high expectations of pupils' behaviour and pupils respond very well. This is reflected in the polite manner in which they greet visitors, show their work and talk confidently about their experiences in school. On the few occasions that misbehaviour occurs, it is dealt with promptly.
- Pupils willingly take responsibility for routine tasks such as distributing registers, preparing the hall for assembly and tidying up the apparatus after playtime and lunchtime activities. This ensures that the school day runs smoothly and lessons start on time. Pupils are proud of their school and there are very good systems in place for them to contribute to their improvement. The school council has recently been involved in introducing playground equipment, organising lunchtime rotas and initiating improvements to the school grounds. There are a number of activities which encourage pupils to consider the needs of those less fortunate than themselves such as Children in Need, and The Martin House Hospice, which is the school's chosen charity.
- The school uses a comprehensive scheme of work for teaching personal, social, health and citizenship education. There are effective arrangements for sex and drugs education. Circle Times, when pupils reflect as a class on personal and social issues successfully help pupils to understand the impact of their actions on others and encourage them to develop respect for one another. Pupils clearly know what is right and wrong, the school rules and that bullying or other inappropriate harassment will not be tolerated by the school.

9. Assemblies are very well planned and led and give pupils good opportunities to develop spiritually through reflection. For example, during the inspection, the theme for the week was 'I stand up for people who are being treated unfairly'. In one whole school assembly, pupils listened in awe to the story of Harriet Tubman - a slave who escaped captivity and then risked her life to save her compatriots. The theme of the story was used well to raise pupils' expectations of themselves and to discuss examples of courage and determination. Staff work hard to promote pupils' self-esteem. Pupils' pride in their achievements was evident in the celebration assembly.
10. Art, dance and music effectively develop pupils' understanding of their own and other cultures and the school has recently been awarded a grant to develop the multi-cultural aspect of its work. Books from other cultures are successfully used in literacy, and lessons in geography, history and religious education extend pupils' awareness of communities across the world.
11. The school's attendance figures are well above the national average. Although most pupils arrive promptly, a minority of pupils are regularly late. This is monitored closely by the school and appropriate action is taken to encourage improvement.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.3	School data	0.0
National data	5.1	National data	0.5

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

Exclusions

There were no exclusions during the year prior to the inspection.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education for all its pupils. Teaching and learning are very good. Pupils follow an interesting curriculum with a very good range of enrichment activities. The school offers very high standards of care and pupils with special educational needs achieve well. The school fosters an excellent partnership with parents and there are very good links with the community and other schools.

Teaching and learning

The quality of teaching and learning is very good. Assessment procedures are very good.

Main strengths and weaknesses

- Teaching and learning are very good in the Foundation Stage.
- Lessons are well planned and prepared, and cater successfully for pupils of different abilities.
- Assessment is used very well to plan future work.
- The very skilful teaching of targeted groups in Years 2, 4 and 6 is having a strong impact on standards.
- Teaching assistants are well directed and make a good contribution to pupils' learning.
- Pupils with special educational needs are well supported.

Commentary

12. The quality of teaching in the Foundation Stage is very good. Staff have a thorough knowledge of the Foundation Stage curriculum and a very good understanding of how young children learn. They plan a wide range of exciting activities that stimulate children's curiosity and enthusiasm for learning. Sessions have clear objectives that meet the needs of children of different abilities, they are carefully prepared and staff are very clear about their responsibilities. The children respond eagerly to the wide range of challenging opportunities provided and quickly become absorbed in their tasks.
13. Strengths in teaching throughout the school include:
- strong subject knowledge.
 - well-planned and well-prepared lessons which meet the different abilities of pupils.
 - clear expectations of what pupils are to learn and well-focused questions at the end of lessons to assess how well pupils have learned.
 - pupils' speaking and listening skills are promoted very well and opportunities for paired discussions and role-play provide further ways for pupils to practise speaking and listening.
 - staff mark work regularly and the setting of individual targets which enable pupils to know how well they are doing and what they have to do to improve is having a very positive effect on pupils' learning.
 - behaviour is managed very well and the good use of praise motivates pupils well and promotes their confidence.
14. Pupils respond very well to the expectation that they will work hard. They settle quickly and sustain good concentration on the tasks that are set for them. The very good relationships that exist between staff and pupils inspire pupils to try hard and to do their best and they are proud of their achievements. Teachers are becoming increasingly successful in using a wide variety of teaching strategies to motivate all pupils. This is most evident in the best lessons when there is a good blend of class teaching and individual work. Activities for teaching assistants to lead are well planned so that they can work effectively with small groups of pupils. These lessons are well paced and time targets are used to motivate pupils to improve their productivity. The very best lessons are fun and conducted with humour, vigour and pace. This was seen to very good effect in an English lesson where the teacher pinned on a rosette and attempted to persuade the pupils to vote for her. They moved swiftly on to work in pairs and role-play, with children persuading their parents that they need more pocket money. This led to a well-focused discussion when pupils considered how they would write a leaflet to persuade people to visit the proposed riverside development in Otley.
15. The school is fully committed to meeting the needs of all pupils. Teachers plan carefully to ensure that lessons are accessible to everyone. Basic skills are taught thoroughly, the teachers are developing a wide variety of approaches and activities, and work is made interesting because the teachers make good links across the curriculum. Teaching assistants are well directed and make a strong contribution to pupils' learning; in particular, in supporting pupils with special educational needs. They are especially skilled at motivating these pupils to do their best and enabling them to make good progress towards the targets in their individual education plans. They share their assessments with the class teachers and plan together for the next steps in pupils' learning.
16. There are areas for development in some lessons in physical education, geography and information and communication technology relating mainly to the lack of challenge. In physical education, there are insufficient opportunities for pupils to evaluate their own or others' performances against agreed criteria. In geography, activities are too directed and pupils have limited opportunities to discuss their ideas and compare their findings with those of others. In information and communication technology, teachers do not consistently give pupils an opportunity to solve their own problems before intervening and proposing a solution.

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	18 (46%)	16 (41%)	4 (10%)	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.

The curriculum

The school provides a very good curriculum for its pupils. There are many very good opportunities to enrich the curriculum with trips to places of educational interest, visitors to school and a wide range of after-school activities. Staffing levels and resources are good and accommodation is satisfactory.

Main strengths and weaknesses

- The curriculum for children in the Foundation Stage is very good.
- There is good provision for pupils with special educational needs.
- The school pays very good attention to the development of the arts.
- Pupils benefit from a very good programme of visits and visitors and there is a wide range of lunch-time and after-school clubs.

Commentary

17. The Foundation Stage curriculum is securely based on the expectations provided in the national guidance. It is very well planned to link together children's learning in each of the six areas of learning. There is a secure framework for whole school planning. For pupils in Years 1 to 6, a two-year cycle has recently been adopted and this enables teachers to plan together to make good use of staff expertise. Teachers' curriculum plans indicate how activities and learning outcomes will be different for pupils of varying abilities and work is carefully adapted to meet their needs. Personal, social, health and citizenship education is a strong feature of the curriculum. The school has recently drawn up an action plan for religious education and is working towards its implementation.
18. During the last eighteen months there has been a strong emphasis on raising standards in English and mathematics and this has helped to improve pupils' basic skills. This school makes good links between subjects and pupils are encouraged successfully to use their literacy, numeracy and information communication and technology skills across the curriculum. Links with local specialist colleges provide additional curriculum support and have led to improvements in the provision for ICT, physical education and language teaching. The whole school focus days, for example, when the normal timetable is replaced with activities related to a particular curriculum area such as art and design or design and technology are well planned and relevant. They are very popular with pupils, who say that 'they help you to concentrate on one subject'.
19. The school's priority to raise the profile of the arts has enriched and extended the curriculum very well. On occasion, the timetable is replaced with thematic cross-curricular activities based on visits by actors and musicians; these events often have a strong multi-cultural emphasis and help towards raising pupils' awareness of the arts, as well as developing their understanding of the artistic traditions of other cultures. To launch this initiative, the school hall was transformed into an art gallery where pupils displayed their work. The event was extremely well-attended by parents and members of the community and the sale of paintings to parents helped raise funds for the school.

20. There is a strong commitment to broadening pupils' horizons through a programme of visits to places of educational interest, and of visitors to school who share their knowledge or expertise. These have included visits to the local arts' centre, to the theatre and to musical events. Pupils have recently visited Whitby, Temple Newsam for a 'Tudor Day' and Year 6 pupils are eagerly anticipating a residential visit to an outdoor pursuits centre. Displays around the school show how much pupils have gained from these experiences; they remember them clearly and talk about them enthusiastically. There is a very good range of lunchtime and after-school clubs in art, music and sport and they are well attended.
21. The school has a strong commitment to ensuring equality of access to learning for all pupils. Pupils' with special educational needs are quickly identified and well supported so that they play an active part in all lessons. Pupils who transferred to the new primary school at the beginning of Year 4, the current Year 6, report that they were welcomed into the school and helped to settle quickly.
22. Staffing levels are good and the school deploys its teachers, teaching assistants and other staff very well. Recent changes in staff have a very positive impact on the quality of teaching and learning. The work of the teaching assistants is well co-ordinated and they contribute significantly to learning, especially for pupils with special educational needs.
23. The school's accommodation is satisfactory. It is enhanced through attractive displays of pupils' work. The ICT suite is well equipped and used well to support pupils' learning. There is a well-stocked library which on occasion is used effectively to teach groups of pupils. The building that houses the Foundation stage and Years 1 and 2 is due for refurbishment this summer. The school hall is small and limits aspects of physical education. The outdoor environment is also due for improvement; pupils have contributed to this improvement by designing a sunflower garden. The school lacks a playing field, but uses the local park for outdoor games. Resources in the school are good and well looked after.

Care, guidance and support

The school provides a very caring learning environment for pupils where they feel happy and safe. Pupils are given very good support, advice and guidance as a result of the careful monitoring of their personal development and achievements. There are very effective systems in place to gather the views and ideas of the pupils and the school involves them well in its development.

Main strengths and weaknesses

- Staff know their pupils well and take great care to ensure that they are safe and secure.
- There is a strong sense of trust between staff and pupils.
- The high level of support has a positive effect on pupils' self-esteem.
- Children who join the school settle very quickly and are helped to enjoy success.
- Pupils are very well consulted on school matters.

Commentary

24. The school takes great care of all pupils. Good attention is paid to ensuring that there are very clear procedures in place for health and safety and that they are followed consistently. Regular checks of the premises are carried out and action is taken to eliminate hazards. There is good provision for first aid. The deputy headteacher and special educational needs co-ordinator designated child protection officers and all staff are aware of the recognised procedures.
25. Staff know the pupils very well and their individual needs are constantly monitored and met through individual and class targets. Relationships are based on mutual trust and pupils feel confident that adults will listen to their worries and concerns and that action will be taken to

help them. Pupils state that both sides of any disagreements are listened to and then dealt with firmly but fairly and that bullying or harassment very rarely occurs. Children, too, have their own procedures for helping one another at playtimes and lunchtimes.

26. Pupils' achievements and personal development are monitored carefully and pupils are given regular feedback. Individual strengths and weaknesses are identified and, together with their parents and teachers, children review and set targets to improve their achievement. Learning and behaviour difficulties are identified at an early stage and there is close liaison with parents and when appropriate, external support agencies.
27. Induction arrangements for children entering the nursery are very good. Children and their parents are welcomed into the nursery before admission and staff hold meetings with parents to make sure that they are familiar with the procedures. Most of the children in the Reception class have attended the nursery and are well known by staff; this ensures a smooth transition from one class to the next.
28. Pupils who move from other schools are integrated rapidly. This was especially so for the pupils who moved from other schools to Westgate Primary School in 2002. Pupils, currently in Year 6 report that they were made to feel welcome on entry and speak very highly of the staff and the rich range of experiences that they have been offered.
29. Pupils transferring to secondary schools are very well prepared for the next steps in their education. They have very good opportunities to become familiar with the local secondary schools because staff frequently visit and teach classes and pupils attend master classes at the secondary schools.
30. The school seeks and acts on pupils' views very well. "Giving Children A Say", part of the 'Investor in Pupils' project, has been a major initiative and has had a significant impact on the school's work. There are many informal opportunities for pupils to contribute their ideas. There is also a school council which collates and presents pupils' views on a more formal basis.

Partnership with parents, other schools and the community

The school enjoys an excellent partnership with parents and very good links with the local community. Links with other schools are very good.

Main strengths and weaknesses

- Parents have a very high regard for the work of the school.
- Comprehensive information is provided to parents about the school and about their children's progress.
- Parents and pupils are regularly consulted.
- A number of very good links with other schools have been established and support curriculum development well.

Commentary

31. Parents are highly satisfied with all aspects of the school's work. They feel the school is a welcoming place where they are encouraged to be fully involved in all aspects of their children's education. They experience it as a friendly, caring community where their children are encouraged to work hard and behave well and where they are helped to grow in responsibility. Parents appreciate the good quality of the teaching and the high standard of leadership provided by the headteacher. They like the ready access to the school and praise the way that the staff make themselves available to parents, so that any issues are dealt with immediately. They applaud the rich range of activities in which their children are involved. Parents report that they are well informed about the school's arrangements for homework.

32. The school provides very good information for parents about the school. The prospectus clearly tells parents what they need to know before their children enter the school. Regular newsletters are sent out to keep parents informed about future events and information about what their children are learning is sent out each half-term. Teachers are readily accessible to parents to discuss their children's progress or share important information. Parents of children with special educational needs are fully involved in discussions about how they can support their children's further development. Written reports on their children's progress are clear and informative. Formal and informal consultations with parents and pupils are a regular feature of the school.
33. Parents and other members of the community are encouraged to become actively involved in school life. They are invited to the weekly celebration assemblies and to school concerts and community events. They support learning in the classroom and play a significant contribution to extra-curricular activities and school trips. The school plays an active part in the community. Pupils perform in May Day dances, take part in the Otley carnival and the annual Victorian Fair. The pupils visit interesting places within the local community and a number of specialist visitors come into the school to share their expertise. The school makes use of the local park for sports which helps compensate for the lack of a school playing field. The local clergy take regular assemblies and pupils visit the church for significant Christian festivals.
34. The school benefits from very good links with the local secondary school and specialist college. Staff share their expertise in language teaching and physical education and regularly teach classes.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The leadership and management of the headteacher and leadership team are very effective; as is school governance.

Main strengths and weaknesses

- The headteacher sets a clear programme to sustain high standards in all aspects of the school's work.
- Consultation and shared leadership are the key factors informing the school's organisation.
- The deputy headteacher and leadership team are effective role models for staff and pupils.
- The role of other subject leaders needs to be developed further in the monitoring of teaching and learning.

Commentary

35. The very good leadership and management of the headteacher have enabled the school to sustain an accelerating pace of improvement during her eighteen months in post. This is recognised by parents, staff and governors. The headteacher is supported by an able deputy and leadership team. This reflects the headteacher's reshaping of the school's organisation to share leadership and management at all levels with and between staff and governors; and for each to have full responsibility for the delegation they exercise. This has enabled each of them to develop effective teams and through opportunities for collaboration increase their confidence in determining the school's development. They recognise and value the contributions each makes, and they work successfully together. As a result of these co-operative practices, the school has a framework already in place to shape the workload of staff to help them continue to raise standards; and, in doing so, meet national requirements effectively. This is also reflected in the able support staff whose efficiency ensures the school runs smoothly. The clear communications between staff, governors and parents give each group a clear understanding of the school's purpose and confidence in the part they play in its achievements. Each group shares the school's vision and aims, for each was consulted and participated in their formulation. Pupils have played their part too, including designing the school logo.

36. Comprehensive management functions have grown from this framework, and demonstrate something of the benefit the school is deriving from participation in the national Primary Leadership Programme. One of the key elements is the school's effective self-evaluation procedure. This makes use of a local authority model and is linked to a well-planned monitoring programme. The full participation of staff and governors, and the canvassing of parents' views have realised an objective assessment of the school. From this, staff and governors have drawn up a good improvement plan to direct the school's development. It has relevant priorities with valid criteria against which to judge their effectiveness and useful systems for implementation and monitoring. These systems involve each member of the leadership team having defined responsibilities for different aspects of the plan to ensure objectives are achieved. The plan has covered appropriately the headteacher's initial period of tenure, but it is not yet set in a strategic framework.
37. To inform its improvement planning the school has drawn very effectively on the monitoring of teaching and learning, staff planning and pupils' work and the comprehensive analysis of national and school-based testing. As well as the headteacher, the deputy headteacher and other members of the leadership team have played key roles in these procedures, including their shared responsibility for the school's effective performance management. As a result teaching has improved and pupils' standards of attainment have been raised. For example, the deputy headteacher produced a detailed analysis of pupils' mathematical work and the English subject leader has monitored pupils' work. Both have been used effectively to improve provision. The deputy has also made a significant contribution to the school's professional development in the advice she offers and the successful training she provides. Other subject leaders, almost all of whom are either new to the school or to their post, are at different stages in offering support and guidance to colleagues. This includes developing a subject file, compiling an assessed portfolio of pupils' work and analysing pupils' performance. However, none are yet systematically monitoring teaching and learning in the subjects they lead to raise standards further. This is recognised by the school as a development area. The leadership and management of special educational needs is good and has a beneficial impact on raising achievement.
38. The very effective governing body has a good balance of experienced and new governors who draw usefully on their broad personal and professional expertise to meet all their statutory requirements. They acknowledge the advice and guidance they receive from the headteacher to help them carry out their duties successfully. They are appreciative too, of the support they receive from other members of staff; particularly the presentations they have received from subject leaders. This has broadened their understanding of the curriculum. They welcome the increased opportunities they now have to play a more active part in the school's development. The governing body now plays a full part in shaping the future direction of the school. Governors make good use of their visits to the school to help them in reviewing their policies and practices. They are clear about the school's strengths and areas for development. They see their roles in overseeing standards and that which they sensitively term 'questioning colleague' as integral to this understanding. Governors adhere to the principles of best value and use them successfully to direct their effective financial management and governance of the school. Their successful bid for capital investment is an example of the former, and their recruitment procedures an example of the latter. As one governor remarked, 'Our best value is the successful impact on pupils' learning of the decisions we make and how we use the budget'.
39. Parents and local authority advisers have identified significant improvements over recent months. Through the successful shared leadership and management of the headteacher, staff and governors the school has identified relevant development priorities to move the school forward. Staff make very good use of local authority support to foster their expertise. These elements confirm that the school has a clear capacity for sustained improvement. The school gives very good value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	528,360
Total expenditure	508,091
Expenditure per pupil	1,888

Balances (£)	
Balance from previous year	31,860
Balance carried forward to the next	20,270

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 **very good**.

Children are admitted to the nursery on a part-time basis the term after their third birthday. Good induction procedures ensure that the transition from home to school is effective and parents are welcome to help their children settle at the beginning of each session. They move into the Reception class in the September following their fourth birthday. Staff from the nursery and the Reception class work closely together and are successful in giving children a very good start to their school life.

The attainments of children entering the nursery are average, but by the time the children leave the Reception class inspection evidence suggests they are likely to attain standards that are above those expected nationally in all areas of learning. Children currently achieve well in the Foundation stage because teaching and learning in the nursery and the Reception class are very good. Staff foster very good relationships with children. They have a good understanding of how young children learn and are sensitive to their individual needs. They create a stimulating environment and plan interesting activities which make learning fun and offer the right balance of challenge and support. The children are eager to learn, they frequently become engrossed in their work and they do their best. Very good systems of assessment and record keeping are in place and used well so that staff can plan the next steps in their learning and ensure that work in the Reception class builds effectively on children's nursery experiences. Each child's progress is carefully recorded in their personal profiles accompanied by work samples to give a comprehensive picture of their achievements. Children with special educational needs benefit from sensitive support and make good progress towards their targets.

The curriculum is very well planned and based securely on the national guidance. It effectively links together all areas of learning. There is an appropriate balance between the activities that are led by staff and those which the children pursue independently. Staff work very hard to ensure that pupils experience a range of learning activities outdoors. Visitors to school are used very well to enrich and extend provision. Children are looked after by a team of very caring staff who value them highly and celebrate their achievements. The accommodation indoors is satisfactory; outdoors it is unsatisfactory, but the staff make very good use of the available space. Resources are good and used well to enhance learning.

The Foundation stage staff consists of two teachers, nursery nurses and teaching assistants. Together they have formed a very effective team. The provision is very well led and managed by the deputy headteacher.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are happy, settled and keen to learn and they achieve very well.
- They sustain very good relationships with staff and other children.
- There are very good opportunities for children to develop their growing independence.

Commentary

40. The well-established routines and clear expectations of staff provide stability and security for very young children. Children happily leave their parents and settle well at the beginning of the school day when staff encourage them to register themselves, to choose and to organise

their own activities. They have excellent relationships with the adults they work with. Some take responsibility for small tasks around the nursery, such as tidying up and looking after resources. Their behaviour is very good. When they move into the Reception class, they gain in confidence and feel comfortable expressing their ideas and feelings. They show a keen awareness of the needs of others, for example in knowing how to take turns, to share equipment and to offer help when needed. They develop initiative and independence in selecting resources, tidying away and making choices in their work. Staff focus well on meeting the needs of children with specific difficulties; they help them feel secure and through their successful interventions enable them to make good progress. Staff build very well upon children's interests and their enthusiasm motivates children, makes learning fun and encourages children's good concentration. As a result of the very good teaching, most children are on track to exceed the national expectations in this area of learning by the time they start in Year 1.

COMMUNICATION LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The school gives good emphasis to the development of children's speaking and listening skills. Children are keen to explain and discuss the activities they enjoy.
- Children make good progress in early reading and writing skills.
- Regular reading at home consolidates and extends children's learning.

Commentary

41. Great importance is given to developing children's speaking and listening skills. Staff ask questions that encourage the children to talk and extend their vocabulary when they are involved in activities. They read stories well and children love to listen and delight in joining in with the parts they know and predicting what will come next. They share and retell a range of well-chosen stories which engage the children; for example, 'The Hungry Caterpillar' and 'The Bad Tempered Ladybird' and these books are used imaginatively to engage children's interest. There is an appropriate emphasis on the recognition of the names and sounds of letters that encourage children to read and write independently and children are making good progress in identifying letters, sounds and names. They are given good opportunities to read and write in their play activities and send messages and cards to friends for example, when working at the writing table or playing in the "Garden Centre" and in "The Garden Shop". Children's knowledge of books and authors is extended in the Reception class where displays of books by the same author encourage children to extend their reading. They are taught basic writing skills well and most write their names correctly and label their pictures. The more able write interesting sentences about their work. There are good opportunities for parents to read together with their children at home. Children make good progress and many will exceed the national goals by the time they leave the Reception class. The children with special educational needs also make good gains in their learning because of sensitive support from staff who encourage them to respond and answer questions.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Teachers provide a good range of mathematical experiences to strengthen children's mathematical understanding.
- Children learn to use mathematical vocabulary quickly.
- The computer is used well to reinforce basic number skills.

Commentary

42. Staff develop children's understanding of number and shape through carefully planned practical activities that are often linked to other areas of learning. For example, after reading 'The Very Hungry Caterpillar', children in the nursery learn to sequence from one to seven. Their counting skills are developed effectively through regular activities involving singing and rhymes. By counting aloud and systematically grouping items, staff consolidate children's understanding of number and build their mathematical language. Children rapidly grow in confidence and their mathematical skills are effectively developed further in the Reception Class. For example, children choose from a range of different sized circles to make a caterpillar and use appropriate mathematical language to compare size such as 'bigger than' and 'smaller than' before they estimate correctly how many they will need. The children count confidently to ten and beyond, recognise printed numbers and match the symbols accurately to groups of insects. The more able attempt simple addition and subtraction. They enjoy playing in the attractive 'Garden Centre' which provides valuable opportunities for sorting, counting, weighing and money handling and helps to consolidate their mathematical understanding. Learning is enjoyable for instance, during water and sand play, when children experiment with different containers to develop an understanding of space and capacity. Outdoors, notions of space and speed are refined as children push prams and ride bicycles. Teachers make good use of computers to promote children's mathematical development. Children use the mouse confidently as they navigate the cursor to draw and count the number of legs on an insect and the number of spots on a ladybird. Children enjoy counting and identifying numbers using familiar programs, which helps them to make good progress in recognising and eventually combining numbers. Teaching and learning are very good and children make rapid progress and achieve well. Most are on course to exceed the goals set for them by the end of the Reception year. Children with special educational needs receive very good support and skilful questioning helps them to participate in all activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The very good range of activities gives children a broader awareness of the world around them.
- Children have many valuable opportunities to find out about living things and how to care for them.

Commentary

43. The children are given a broad range of opportunities to develop their skills and understanding about living things, designing and making, understanding past events in their lives and their local environment. They have access to suitable tools for construction. Children achieve well and they are on target to exceed national expectations by the end of the Foundation stage. Their learning is very good because staff consistently teach them very well. Children with special educational needs are well supported. They achieve well and attain standards appropriate to their capabilities. Staff harness the children's curiosity very well through practical activities. They help children observe animals and plants closely and handle them with care. They encourage children to think about appropriate words to describe them and introduce children to new terms to extend their vocabulary. Children find out about growth and change by tending plants and seeing the changes the seasons bring to their small garden and local park. They learn about the life cycles of insects through their observations of caterpillars, frog spawn and ladybird larvae. Children in the Reception class learn to use magnifying glasses correctly and are fascinated when butterflies hatch and open their wings. Good links with literacy are established as children are encouraged to look up the answers to their questions in books. There are many good opportunities for children to make and build for example, using construction toys and they play imaginatively with a range of small world

toys. Visits to places of local interest such as the local shops and houses help pupils to gain a good understanding of place. Invited dancers and musicians, celebrations of the festivals of different cultures and well-chosen books provide stimulating opportunities for children to learn of their own and other cultures. Skills in communication and information technology are reinforced as children use prepared programs on the classroom computer. They navigate the mouse well as they confidently draw a long green caterpillar with two red eyes and different coloured butterflies.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Good use is made of the indoor and outdoor learning areas to enable children to move with confidence and to show a developing awareness of space.
- Their manipulative skills for handling pencils and paintbrushes are developing well.

Commentary

44. Children achieve very well in this area of learning because of the very good teaching and they are on course to exceed the early learning goals by the time they leave the Reception class. They acquire good manipulative skills and use pencils, paintbrushes, and scissors successfully because staff provide good guidance in their use. They manipulate play dough to make green caterpillars, rolling the dough proficiently into different shapes. Staff in the nursery have worked hard to make the small outside area attractive and they use the limited space very well. Good planning ensures that there are suitable physical challenges and activities to stimulate learning. Children learn to co-ordinate their movement and to follow instructions as they use small equipment carefully, playing in the Garden Centre, riding bikes and trikes or marching in line in a band. In a very good lesson in the school hall, children in the Reception class explored the story of 'The Hungry Caterpillar' in dance. The children formed a number of shapes and developed a range of movements as they travelled with good control and awareness of space from one shape to the next. This lesson developed children's physical and imaginative skills very well. Very good use was made of praise and demonstration to encourage children to improve their performance.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Children are given very good opportunities to express their own ideas.
- Role play is used very effectively to encourage learning.
- Children are fully involved and enthusiastic about the range of activities.

Commentary

45. Children achieve well and are on course to exceed the national early learning goals in this area of learning by the time they leave the Reception class. Teaching and learning are very good and this is evident in the children's response and their high level of interest and involvement. Staff present children with a wide range of stimulating activities which engage their interest, foster their enjoyment and develop their creativity. All children are included effectively in all activities. Sensitive intervention and careful support encourage the children with special needs to achieve well. Particular skills and techniques are taught effectively and staff give clear explanations for instance of how to mix paints to match the shades of the butterflies' wings for example, or how to draw around stencils. The children respond to these

experiences well. They mix different shades of colours and select from a range of materials to create vibrant pictures of butterflies. Older children in the Reception class know that when they mix blue and yellow they make green, that red and yellow make orange. Very good demonstrations by the teacher draws children's attention to how they can achieve interesting effects such as texture, shade, shape and symmetry. Children are encouraged to assess their work and to think how they might improve it. One of the strengths in the teaching is the many opportunities which children are given to engage in role-play for example in the 'Garden Centre' and the way in which staff join in to encourage them to express their ideas. Role-play is effectively linked to the current theme and developed imaginatively in other areas of learning. Children have good opportunities to play a range of instruments, to sing, play musical games and to dance. Great enthusiasm is shown by the children as they participate in musical activities and explore the different sounds made by the instruments. They join in enthusiastically with traditional rhymes and action songs and they enjoy listening to music, responding well to the different moods it evokes. Staff are careful to set up activities that are equally appealing to boys and girls and this attracts children to play imaginatively, encourages co-operation with others and extends their language.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Very good teaching enables pupils to achieve very well.
- There are very good arrangements to support pupils who have not achieved as well as they should in the past.
- The links between English and other subjects are good.
- Group reading and paired reading sessions successfully encourage pupils' reading skills and the enjoyment of reading throughout the school.
- Very good target setting and marking help pupils to know what they have achieved and how their work could be improved.

Commentary

46. In the 2004 national tests for seven-year olds, pupils' results were above average in reading and average in writing. Compared with similar schools, results were above average in reading and below average in writing. There was a significant improvement in the number of pupils who reached the higher level in reading. Standards reached by 11-year-olds in English were well above average when compared with all schools nationally and above average compared with similar schools. Pupils also performed well at the higher than expected level (Level 5). Standards were considerably higher than in the previous year when Year 6 pupils had transferred to the new school in September 2002.
47. The evidence of pupils' work in lessons, in books and on display shows that current standards of reading and writing are above average at the ages of seven and 11. Standards in speaking and listening are very good because these skills are taught very well. Pupils are confident when they speak with one another and with adults. At the start of lessons pupils are often asked challenging questions and they respond positively. Teachers ensure that pupils understand the meaning of unfamiliar words and encourage them to use them in their work. They provide very good opportunities for pupils to engage in paired discussion and role-play, and hot seating is used effectively to develop pupils' questioning skills. Pupils enjoy these occasions. For example, in Year 2, pupils playing roles from a Katie Morag story speak out clearly and confidently; one pupil was sufficiently confident to attempt a Scottish accent much to the amusement of the rest of the class. Pupils learn to use questions purposefully, make

thoughtful contributions to discussions and listen well to different viewpoints. The school council, regular Circle Times, when pupils are invited to discuss their thoughts and feelings, and celebration assemblies support well the development of speaking and listening skills.

48. Reading is taught very well, both individually, in small groups and as a whole class. Books and other texts are well chosen and capture pupils' interest well. In Years 1 and 2, pupils are taught a range of skills to use when they are reading new words. By the end of Year 2, most read simple texts fluently with good understanding. Lower attaining pupils are supported in small groups by teaching assistants who help them to understand letter sounds and to see how words are formed. Pupils in Year 2 know how to use a contents page, index and the library cataloguing system when searching for information. Group reading and paired reading sessions successfully encourage pupils' reading skills and the enjoyment of reading throughout the school. Teachers read to pupils expressively and they in turn benefit from good role models. This was evident in Year 1, when the pupils joined the teacher to re-read the story of Katie Morag and the Two Grandmothers and learned to vary their tone of voice and pace to capture the interest of their audience.
49. In Year 6, the pupils enjoy reading for pleasure and speak with enthusiasm about their favourite authors and types of books. When discussing texts in whole class sessions, teachers ask questions which help pupils to understand the ways in which the author uses words. As a result, pupils develop an understanding of the features of particular types of writing such as, how an author use language to create mystery and suspense or how advertisements are written to try and persuade the customer. Pupils take their reading books home regularly and parents make strong contribution to this aspect of their children's work.
50. Pupils make good progress in narrative writing because the teaching is very good. From an early age pupils learn how to write sentences correctly and use the right punctuation. They are taught to form and join their letters correctly and how to spell a range of useful words. They experience a range of writing in different styles and formats. Very good examples of pupils' writing in Years 1 and 2 are displayed around the school. They includes imaginative responses to reading and watching a performance of Edward Lear's The Owl and The Pussy Cat, reports about their day trip to Whitby and explanations which illustrate the differences between in the grandmothers in a Katy Morag story. Older pupils are successfully taught to write in many different styles for example letters of complaint or persuasion, newspaper reports and playscripts. In Years 5 and 6 pupils use language effectively to create atmosphere and achieve a good balance of description and dialogue in their writing. Very good emphasis is placed on developing pupils' vocabulary and improving their spelling skills. By the end of Year 6, pupils' writing is varied and interesting. They use paragraphs to structure their writing, their handwriting is well-formed and work is well presented. All pupils have many opportunities to practise their writing in other subjects.
51. Pupils with special educational needs receive good support which targets their specific needs. Teachers help them to achieve well by providing intensive teaching of basic skills in small groups. Teaching assistants help them to take part in whole class lessons and on occasion withdraw them for specific activities. As a result, they make good progress.
52. Teaching and learning very good in Years 1 to 6. Strengths include:
 - The planning of work which is well matched to pupils' abilities because the staff know their pupils well and what they need to do next.
 - Pupils are told what they are expected to learn at the beginning of each lesson and learning is reviewed effectively at the end of the lesson.
 - The effective use of additional teachers and teaching assistants to support pupils who need additional help and also to extend and challenge more able pupils.
53. The subject leader provides very good leadership. She has a good grasp of current standards and has worked hard to raise attainment in English. Recent improvements to assessment procedures have been made, including the sharing of targets with pupils and their parents. Changes to the teaching of English have been made as a result of analysing pupils'

attainments. There is now a strong focus on guided reading and the development of different writing styles in other subjects.

Language and literacy across the curriculum

54. Pupils use their language and literacy skills well in other subjects, for example, geography, history and religious education. Teachers ensure that key vocabulary is displayed and used in all lessons. In practical subjects such as design and technology, art and design, pupils plan, record their observations and make evaluative comments. For example, in Year 3 pupils write instructions to make a plane in design and technology, and present the advantages of being rich in Tudor times. Pupils in Year 4 write well-constructed letters to complain about the traffic around the school.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- High standards in Year 6 are being maintained; and standards in Year 2 have risen over the last year because there is a consistent framework for teaching throughout the school.
- Pupils in Years 3-6 achieve very well because teaching is very good and pupils are clear what they have to do to improve.
- Parents make a significant contribution to their children's learning.
- Very good arrangements to support pupils who have not achieved as well as they should in the past.

Commentary

55. In the 2004 national tests for eleven-year-olds, pupils attained standards well above average in comparison to all schools nationally and those with a similar intake. Inspection evidence suggests that high standards are likely to be attained this year. In the 2004 national tests for seven-year-olds, pupils attained average standards in comparison with all schools but well below those of similar schools. Inspection evidence indicates that staffing issues were a major factor in these outcomes. Their successful resolution and the momentum for improvement generated effectively by the new leadership team have led to a significant rise in standards for this age group. Pupils now make good progress and achieve well. There is no difference in the performance of girls and boys. Pupils with special educational needs are well supported and their achievement is good.
56. Pupils respond enthusiastically to their tasks because they enjoy their mathematics lessons. They know what is expected of them and are clear what they have to do to improve. By the age of seven, pupils quickly add and subtract small numbers mentally, and recognise doubles and odd and even numbers. They order two and three-digit numbers correctly. More able pupils work confidently with large numbers and recognise quick methods of subtracting nine and 19. Pupils recognise two and three-dimensional shapes and describe their characteristics. They use information and communication technology to order quantities. They compare carefully their estimations of given lengths with the measurements they make. To present their survey findings, pupils use correctly-labelled, simple block graphs. By the age of eleven, pupils use their understanding of the number system to solve complex problems. They work successfully with fractions, decimals and percentages, convert one into another and recognise equivalents. They use information and communication technology successfully to develop their understanding of angles and their measurement to the nearest degree. Pupils identify and use coordinates confidently, including those with negative numbers. More able pupils display a developing understanding of probability and consider whether an event is likely or certain.

57. Teaching and learning are good in Years 1 and 2, and very good overall in Years 3 to 6. Strengths include:
- Consistency across the school in lesson planning and structure; including carefully-explained, lesson aims and constant stress on pupils' individual and group targets for improvement.
 - Encouraging and valuing pupils' contributions to raise their confidence in sharing their ideas.
 - Effective questioning techniques to recall previous work and ensure all pupils are engaged and confident participants.
 - Opportunities for pupils to reflect on their work and explain what they are doing in appropriate mathematical language.
 - Teachers' secure subject knowledge ensures they respond appropriately to pupils' learning needs.
 - Effective use of on-going assessment to amend lessons or revise subsequent work;
 - Parents' understanding of the school's effective homework arrangements makes a positive contribution to pupils' motivation and learning.
58. The subject leader has provided very good leadership and management in the short time she has been in post. She has conducted a wide-ranging audit of provision, overseen the introduction of effective assessment systems, undertaken extensive monitoring of teaching and learning and carried out detailed analyses of pupils' work. The outcomes have informed the school's development of its practices and the raising of standards. To support this, staff have fostered and resourced a clear role for parents in their children's learning. This has involved mathematics workshops and provision of termly leaflets of ideas parents can use to promote their children's mathematical understanding. The latter also contains details of the pupils' targets which will be the focus of assessment that term. Parents applauded this provision and spoke of its giving them an effective role in developing their children's learning. The progress in mathematics has been helped further by good learning resources. Having recognised that problem solving was not an established aspect in mathematics the subject leader held a number of training sessions for staff and identified resource materials. Planning has been revised and the development of problem solving is a key focus for the coming year.

Mathematics across the curriculum

59. Staff successfully promote the use of pupils' mathematical skills in other subjects. This includes measurement and the reading of scales in science and design and technology. The gathering and analysis of information in science and geography, and through the use of information and communication technology help to reinforce pupils' competence. Composing and interpreting time-lines enable pupils to calculate intervals between major events in history. The understanding of the characteristics of different shapes supports pupils' work in design and technology and art and design and helps them to recognise the extensive use of mathematics in their studies.
60. Because of timetabling arrangements, only two **science** lessons were seen in Years 3 to 6. Therefore, it was not possible to make an overall judgement on provision. The observations below are based on the two lessons observed in Years 3-6, the scrutiny of pupils' work, discussions with pupils and staff and an examination of school documentation.
61. In the 2004 national tests for eleven-year-olds, pupils attained standards well above average in comparison to all schools nationally and those with a similar intake. Inspection evidence suggests that similar high standards are likely to be attained this year. Across Years 3 to 6, pupils make good progress and achieve very well. In 2004, teacher assessment of seven-year-olds suggested just over a quarter attaining above the standard expected for their age with about two-thirds attaining the expected standard. Inspection evidence indicates that, this year, all pupils are likely to attain the expected standard with around a quarter attaining above

this standard. Across Years 1 and 2, pupils make sound progress and their achievement is satisfactory. Across the school, there is no difference in the performance of girls and boys. Pupils with special educational needs receive good support and achieve well.

62. Investigations are an important part of pupils' studies, especially across Years 3 to 6. This was well illustrated in each of the lessons seen. In one, pupils investigated successfully electrical circuits and how their function was determined by the use and placement of different components. In the other, pupils undertook effectively a range of simple experiments to provide evidence to explain that 'air is all around us'. Staff use information and communication technology satisfactorily to extend pupils' learning; for example, pupils modelled a range of circuits using an appropriate program.
63. The subject leader has been in post for only a short while. She has made a good start, and her leadership and management are satisfactory. Her first development plan identifies appropriate priorities, these include the analysis of test data, the monitoring of planning, sampling of pupils' work and a programme for the observation of teaching and learning. Her initial work has already indicated that there is scope for further development in scientific enquiry. To meet this, staff training is planned and a budget has been agreed. Resources are good and are usefully supplemented by the school's butterfly garden and links with the local community's work in conservation.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Successful training and good support have given staff the confidence and competence to use information and communication technology to promote pupils' learning in other subjects.
- Staff teach information technology skills satisfactorily.
- Information and communication technology suite is well-equipped and there are additional, useful resources throughout the school.

Commentary

64. Throughout Years 1 to 6, pupils make sound progress and their achievement is satisfactory. By the ages of seven and eleven, pupils are likely to attain the expected standard for their age. There is no significant difference in the performance of girls and boys. Pupils with special educational needs make steady progress, commensurate with their capabilities, and their achievement is satisfactory.
65. Across the years, pupils are aware of the 'Safe Use of the Internet' and use a range of equipment to support their learning. This includes computers, audio-tape recorders, programmable toys, calculators, video players and digital cameras. All pupils access the internet to support their studies. Through Years 1 and 2, pupils handle a mouse confidently and operate a keyboard satisfactorily; for example, to sequence story events or daily activities correctly. They use a variety of programs appropriately to generate and communicate their ideas in text and pictures. They draw on their mathematical knowledge to help them determine appropriate instructions for programmable toys. Year 2 pupils use e-mail to obtain information for their Australian study. Pupils in Years 3 to 6 build successfully on their previous work. Year 3 pupils explore fonts and develop their word processing skills satisfactorily to record their descriptions of Tudor houses. In Year 4, pupils compose bright advertisements for a Victorian Christmas Concert. They interpret and write programs to direct precisely the movement of a turtle on screen. Year 5 pupils merge text and pictures successfully to promote 'The Iron Man Café'. They use an art program imaginatively to design their ideal room. Control technology is a strong feature of work in Year 6. Pupils use challenging programs to solve problems and direct events, and extend their understanding

with visits to the study centre at Leeds Bradford Airport. In addition, they use spreadsheets correctly to cost a party, produce an edition of the Westgate World newspaper, and create an engaging, multi-media presentation of their study of Ancient Greece.

66. Across the school, teaching and learning are satisfactory. Strengths include:
- Staff use information and communication technology satisfactorily to promote pupils' learning in other subjects.
 - Staff teach information technology skills well to promote pupils' efficient use of equipment.
 - Staff encourage pupils to share ideas and skills and to evaluate their own and others' work.
 - Teachers use information and communication technology well to promote pupils' independence.
67. Examples were seen of teachers encouraging pupils to identify their own solutions for problems they encounter. However, this is not established teaching practice across the school. As a result, on other occasions, teachers intervene too quickly to suggest how the difficulty can be overcome.
68. Leadership and management is satisfactory. The subject leader is very supportive of her colleagues, particularly in offering guidance to promote pupils' learning in literacy and numeracy. This has extended to working alongside colleagues, providing training and drawing on the specialist skills of a teacher from the local secondary school and a local authority advisory teacher. The links with the secondary school are a strong feature of the support for staff in this curriculum area. She has established assessment procedures based on a local authority model. She uses this appropriately to track pupils' progress and determine standards across the school. Resources are good.

Information and communication technology across the curriculum

69. Pupils use information and communication technology satisfactorily to support their learning in most subjects of the curriculum. They use word processing skills to write and amend a range of texts; and use a commercial program to help them improve their personal spelling. Good use is made of a range of programs in mathematics; for example to graph survey findings. Using appropriate programs in science, they learn about the different environments on distant planets. They undertake research on the internet for their Whitby topic and history studies. To aid their work in design and technology, they draw down illustrations of a variety of houses. They take a similar approach in art and design by assembling examples of the work of a range of artists.

HUMANITIES

70. Both history and religious education were sampled so no overall judgements about provision can be made. Two lessons in **history** were observed, but none were observed in religious education. Examples of past work were examined and discussions held with pupils and teachers. Children in Years 1 and 2 gained first hand experience of a seaside holiday in Whitby and this enabled them build upon their previous work, to compare and contrast holidays past and present and helped them to develop their understanding of change and continuity. Pupils in the older classes have studied the Ancient Egyptians, Ancient Greeks, World War Two and Life in the 1950s and 1960s. In a Year 5 lesson, pupils interviewed a range of visitors who had first hand experience of the '60s' to help them in their research.
71. Visits to The Town House, a local museum, and Temple Newsam for a Tudor Day, when pupils dressed in role are enjoyed very much by pupils and help bring history to life. Pupils participate in a number of traditional local events which develop their respect for local culture. ICT programs such as 'Magic Grandad' support learning. Planning in **religious education** shows that pupils learn about the beliefs of Christianity and other world faiths as required by the current locally agreed syllabus. Lessons are enriched by visiting representatives of the

local Christian churches and visits to the local church and recently to the nearby mosque. Posters displayed around the school confirm the respect that the school community has for the values and beliefs of others and its strong commitment to inclusive values. Religious education, in particular in assemblies, makes a strong contribution to pupils' personal development.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Visits are used effectively to develop pupils' enquiry skills.
- Displays enhance the learning atmosphere and celebrate pupils' work.

Commentary

72. By the end of Year 2 and Year 6 standards are average and pupils' achievement is satisfactory. Pupils in Years 1 and 2 compare life in Otley with life on the imaginary island of Struay described in the Katie Morag stories. They show a good understanding of the main features of the island such as, the lighthouse, the harbour and the dwellings. They cut out labels and place them appropriately to show that they can identify geographical features correctly. Building on their previous knowledge, pupils in Year 2 show a good understanding of the differences between the human and natural features on a map of the island of Coll. Following a visit to the seaside town of Whitby, pupils identify key features within their community and appreciate how their own locality is similar to and different from Whitby. Pupils in Year 3 obtain first hand evidence by conducting a traffic survey outside the school; they show a good understanding of the dangers of parking inappropriately and their findings are developed well in literacy where they write letters to the appropriate authorities. In Year 4, pupils develop this theme and identify additional hazards and strategies to overcome them. Care for the environment and making decisions which affect it are given a high profile and make a good contribution to pupils' moral development. Opportunities to use numeracy and ICT skills are satisfactory; for example, pupils have sent e-mails to an Australian school as part of an Australian topic. Literacy skills, particularly writing are used well.
73. Across the school, teaching and learning are satisfactory. Strengths include:
- Teachers use their good command of the subject to develop pupils' knowledge and skills well.
 - At the beginning of lessons teachers question pupils to find out what they already know and help them relate to work that they have done previously.
 - In Years 1 and 2, teachers use stories well to motivate pupils and they respond enthusiastically.
 - Good links are made between geography, literacy and history.
74. Teachers' planning is detailed and based carefully on national guidelines and has been adapted to meet the needs of pupils and to make them more relevant to the school and local area. Work in pupils' books is neat, well presented and marked regularly. Leadership and management are satisfactory. The subject leader has a sound understanding of the strengths and weaknesses of the subject and has worked hard to establish the subject during a very short period of time.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

75. These subjects were sampled, so no overall judgements about provision can be made. A few lessons were observed, examples of past work examined and discussions held with pupils and teachers. Raising the profile of the arts is a school priority and the initiative is well led by the teacher who is responsible for its implementation. She is well supported by staff who lead aspects of the arts but it is too early to make a judgement about the impact of this initiative. In order to raise the profile of the arts at the beginning of the year, the school turned the hall into an art gallery. Each class looked at the work of a different artist and pupils displayed their response to the work. The exhibition was open to parents, carers, members of the community and press. It was very well attended. Parents had the opportunity to buy the framed paintings and raise money for a local charity.
76. There are good examples of pupils' work in **art and design** displayed throughout the school. Pupils learn about famous artists from the past and the techniques they used in their work. Sketchbooks are used frequently for pupils to try out their ideas and to practise and refine their artistic skills. A particular strength is the quality of observational drawing and the links made with other areas of the curriculum for instance, the striking masks made by pupils in Year 5 while they were studying the Greek myths and the coil pots made by pupils studying the Egyptians. The art club and visits to The Courthouse make a very good contribution to this subject.
77. The school's decision to designate focus days for **design and technology** meant only one lesson was timetabled during the inspection. The small sample of work, extensive photographic record and subject leader's file confirm that the subject is taught to national curriculum requirements. Good use is made of nationally produced guidelines to provide pupils with a broad and balanced range of activities covering design, making and evaluation. These include building model vehicles and houses, making photo-frames, devising a simple alarm system, baking biscuits and making book bags. The subject leader monitors planning and pupils' work but not teaching and learning.
78. In **music**, pupils have good opportunities to sing in assemblies. They generally sing in tune and use a good range of percussion instruments to accompany their singing. They know a variety of songs by heart. Pupils benefit from exciting opportunities to take part in focus days in music and dance which are based on the traditions of different cultures. The music clubs are popular and give pupils additional opportunities to enhance their knowledge and skills. The school provides a good range of specialist music teachers who take small groups for instrumental tuition. Younger children enjoyed a multi-cultural event from 'Uncle is the Moon' followed by a music workshop during which they created their own songs and a percussion workshop during which children explore sound and learn basic rhythms. Visitors to school including the Leeds String Quartet and the Otley Brass Band make a significant contribution to music provision. The pupils take part in Leeds Music Festival, an African music workshop and older pupils attend concerts at the town hall. Gifted and talented pupils achieve well because they are given good opportunities to extend their learning.
79. Because of timetabling arrangements only three **physical education** lessons in Years 3 to 6 were observed; two in games and one in dance. Pupils show increasing control and co-ordination in catching, projecting, fielding and striking a ball, and in their recreation of dances from the 1960s. The school benefits from the specialist coaching available to the pupils from its strong links with a local sports college. The school's effective assessment procedures draw on materials from the college. Resources are satisfactory. Although the accommodation offers some limitations for physical education, the school has access to a nearby public park. Nonetheless, staff make good use of the facilities available to them. In addition, staff organise a residential visit for older pupils where adventurous activities are available; these include abseiling, caving, orienteering, raft-building and archery. The school has access to the local secondary school's swimming pool; over 90 per cent of the pupils swim 25 metres by the time they leave the school. The subject leader supports and advises colleagues but does not yet monitor teaching and learning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

80. It was not possible to make an overall judgement about provision in personal, social and health education (PSHE) because only one lesson was seen. The available evidence shows that PSHE is taught regularly and includes a good range of topics including social skills and health, drugs and sex education. Pupils are taught that they can make informed choices, to recognise risk and resist pressure.
81. The school supports pupils' personal development very well. Raising pupils' confidence and self-esteem are central to the school's work and are transmitted successfully through the high level of praise and encouragement which pupils receive. Planned activities such as regular circle times provide pupils with good opportunities for discussion about their thoughts and feelings and encourage them to respect the views of others. Staff are sensitive to the needs of pupils; they act as very good role models and pupils learn from them the qualities of tolerance, patience and fairness.
82. The school council currently comprises two pupils from each class from Years 1 to 6 and encourages pupils to influence the school community. They meet regularly with the subject leader to discuss school matters. Assemblies reinforce personal qualities such as caring for others and sharing. Support for a range of charities is encouraged and the school responds to most major appeals.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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