

INSPECTION REPORT

HUNSLET MOOR PRIMARY SCHOOL

HOLBECK

LEA area: LEEDS

Unique reference number: 107951

Headteacher: Mrs Julia Norton

Reporting inspector: Nicolas Hardy
29262

Dates of inspection: 11th – 14th November 2002

Inspection number: 246739

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Gary Birch
Date of previous inspection:	20 th October 2000

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1267	Mary LeMage	Lay inspector		Pupils' attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23801	Jenny Kime	Team inspector	Foundation Stage History Geography Special educational needs	How good are the curricular and other opportunities offered to pupils?
19026	Brian Downes	Team Inspector	Science Design and technology Religious education English as an additional language Education inclusion	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hunslet Moor Primary School is a community school situated in the Holbeck area to the south of the city of Leeds. It is an area of social and economic disadvantage and many families suffer from health problems. There is a high turnover of pupils during their time spent in primary education, with many pupils not starting or finishing their education in the school. Most pupils live in rented properties. There are 338 pupils on roll making it bigger than most other primary schools. A majority of pupils are from a white background but increasing numbers are from a variety of Asian cultures which results in a third of pupils having English as an additional language. A small number of refugee pupils also attend the school. The number of pupils being able to claim free school meals is well above the national average. The number of pupils who have special educational needs is above average with pupils having educational, behavioural, speech and physical problems. Three pupils have statements of special educational needs. On entry to the school children's attainment is well below average.

HOW GOOD THE SCHOOL IS

This is an effective and rapidly improving school where increasing numbers of pupils are reaching the expected levels in tests and the needs of all pupils are well met. Pupils work hard and co-operate positively with each other. Although the standards of pupils' work are below average levels in English, mathematics and science, they have shown consistent improvement over the last three years and standards are now at average levels compared to similar schools. The proportion of good and better teaching seen during the inspection has risen since the last inspection and satisfactory overall standards have been maintained. These improvements are the result of some outstanding leadership provided by the headteacher and other senior teachers who have identified necessary areas for improvement and taken prompt action to bring these about. The school management team, including the governors, knows that there is still a lot to do but have well-developed plans to ensure that progress in meeting their targets is sustained. The school provides satisfactory value for the funds it receives.

What the school does well

- The excellent leadership provided by the headteacher and her senior teaching staff has helped to raise standards in English, mathematics and science at rates quicker than those seen nationally.
- The provision for, and progress made by, pupils with special educational needs and for whom English is an additional language enables them to join in well with all lessons.
- The way pupils are taught to respect each others values and beliefs, form very good relationships with adults and other pupils and behave well both in lessons and around school creates a caring, thoughtful community.
- The support provided to pupils' enables them to take a full part in the learning opportunities offered and in the life of the school.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- The quality of teaching and care provided for nursery children provides a positive start to their education.

What could be improved

- Standards in some aspects of English, mathematics and science, and in history, geography, religious education and design and technology.
- The quality of teaching in some classes in the middle of the school in order to maintain the good progress made in the nursery and reception classes.
- The levels of attendance across all classes in the school to ensure that pupils do not unnecessarily miss important parts of the curriculum.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 2000. Since then it has made good progress, most notably in the increased numbers of pupils reaching the expected levels in national tests at the ages of seven and eleven. Teaching standards have been maintained at the substantially improved quality reported last time. Leadership and management of the headteacher continue to be very strong, with other staff playing an increasingly effective role in leading and checking their subjects. Behaviour described as satisfactory in the last report is now good, resulting in pupils showing good attitudes to school. Provision for pupils' personal development is now very good. Progress in the two key issues reported last time is good. Standards in reading, writing and speaking have continued to rise and the amount of good and better teaching has been increased.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			similar schools
	2000	2001	2002	2002
English	E	E	E	C
Mathematics	E	E	E	C
Science	E	E	E	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The 2002 national test results for children aged eleven were well below average in English, mathematics and science. The results in the table do not tell the full story however. National results have improved over the last three years but those achieved by the school have improved at much greater rates than in most schools. When pupils first enter the school, attainment is well below the standards normally found for their age. Many children have particular difficulty with their development of speaking and listening skills and this slows their learning. Children make good progress in the nursery and reception classes but this progress is not fully maintained in infant classes. Progress accelerates again in the junior classes, particularly in Years 5 and 6. Pupils with special educational needs and those who speak English as an additional language make good progress especially when they are supported in small groups. Standards of pupils' work vary across other subjects but there are weaknesses largely because of well below average language skills and gaps in learning

outside school. Attainment in religious education and in design and technology are well below average, with standards in geography, history and physical education being below average. Standards in music, art and design and information and communication technology are satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and almost all are interested and eager to learn.
Behaviour, in and out of classrooms	Good. The vast majority of pupils behave well at all times. Playtimes are very orderly and lunchtime is a pleasant social occasion.
Personal development and relationships	Very good. Pupils are polite and courteous. They show considerable thought and concern for the welfare and feelings of each other.
Attendance	Unsatisfactory. Attendance levels are well below the national average even though the school has excellent systems in place to check absence.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The teaching is satisfactory across the school with some particular strengths in the teaching in nursery, reception and some of the upper junior classes where some teaching is very good. Only one of the lessons seen was unsatisfactory. The core subjects of English, mathematics and science are all taught satisfactorily with some particularly effective teaching of older pupils. This is helping the school to raise standards in these subjects. There is a positive atmosphere for pupils to work and learn in and this is built on good relationships between teachers and pupils and the good attitudes and behaviour of the pupils. Most lessons move with a brisk pace but on a small number of occasions this slows and pupils become less focused on what they are to learn. At times the expectations of what the pupils can achieve are not high enough in Years 1 and 2. The school meets the needs of all pupils well, and the teaching of pupils with special educational needs and those for whom English is an additional language is good, enabling them to make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. English, mathematics and science are well covered but pupils do not study design and technology and religious education in enough depth.
Provision for pupils with special educational needs	Good. Pupils are well supported in classrooms and particularly when they are working in small groups.
Provision for pupils with English as an additional language	Good. The school provides well for pupils to learn English, especially in infant classes, and this helps them join fully in lessons and learn well. .
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. This is one of the strong aspects of school life. Spiritual development is an important part of school life. Pupils are very effectively taught right from wrong and given values upon which to base moral decisions. Very good opportunities are given for pupils to learn to live in a community. The school uses the different cultures of pupils well to extend an understanding of how we should live in a multi-cultural society.
How well the school cares for its pupils	Very good. Procedures for child protection are very good. The school works hard to ensure that pupils feel safe and secure. No examples of bullying or racism were seen during the inspection.

The school's partnership with parents is satisfactory and parents feel confident that their children are receiving a good education. All subjects in the curriculum are taught but the school needs to review the depth of pupils' knowledge and learning in design and technology and religious education. The care provided for pupils is very good, with pupils showing high levels of concern and thought for the welfare of each other. Policies for the control of behaviour are consistently applied.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent leadership by the headteacher and the effective support of the senior managers and the rest of the school staff have resulted in a school that is energetically tackling its known areas of weakness and constantly seeking ways to improve.
How well the governors fulfil their responsibilities	The role of governors has improved and they take a full part in deciding the priorities to improve the school.
The school's evaluation of its performance	Good. Test results are carefully analysed, lessons are rigorously monitored and progress is measured. The information gathered is used well to inform the school where it needs to improve next.
The strategic use of resources	Very good. The quality of the school improvement plan is very good. The spending of funds to improve support for pupils and improved learning resources are carefully considered. The principles of value for money are applied to purchases but not sufficiently to the evaluation of the school's major educational developments.

The leadership of the headteacher since she was appointed has been outstanding and has enabled the school to improve significantly. Teaching has been improved through the rigorous checking of quality, the provision of training and improvements in planning what pupils are to learn. Crucially, the school knows what it must do to continue this progress.

The staffing is appropriate for the size of school. The internal accommodation is satisfactory, with aspects that have been improved effectively, for example the computer suite and the library area. Outside accommodation is limited with little access for pupils to grassed areas. Resources are appropriate for all subjects. The school is beginning to assess the value for money they provide through comparing themselves with other similar schools but do not yet examine the value to pupils of major educational developments.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school, have good attitudes to school and make good progress. • The behaviour in and around the school is good. • The teaching is good and children are expected to work hard. • The school is well led and managed and they would be confident in approaching the school with a problem. 	<ul style="list-style-type: none"> • A few parents would like to be better informed about how their child is getting on at school. • A small minority of parents would like the school to work more closely with them. • Parents would like a greater range of extra-curricular activities to be provided by the school.

The vast majority of parents believe that this is a good school that provides a good education for their children. The inspection team agree with parents that pupils enjoy school, behave well and that most work hard. Although some teaching is good and occasionally very good, overall teaching is satisfactory. The quality of the leadership and management of the school is particularly good. The provision of extra-curricular activities is at similar levels to those seen in other schools and, as in many primary schools, provision is limited to older pupils. The amount of information provided for parents is satisfactory and the contact between parents and teachers through the school's 'open door' policy is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

1 Standards currently being attained by the eleven year olds are below average in English, mathematics and science. Results seen over the last four years have however seen significant improvements, especially in mathematics and science. Results in English have also improved but at a slower rate because of the very low standards of speaking and listening skills of many children when they first enter the school. The school has recognised the need to continue to improve the attainment in each of these subjects and has set challenging targets for what pupils will achieve in the next round of tests in 2003.

2 In 2002, the eleven year olds achieved results well below average in English, mathematics and science. Although more than half of all pupils achieved the expected level for their age, the number of pupils achieving the higher Level 5 was well below that seen in other schools. The main reasons for this are the well below average ability of children entering the school in the nursery and the number of pupils of higher ability who leave the school prior to taking the national tests. An analysis of previous test results reveals that pupils leaving the school would usually be expected to achieve higher results than those who enter in the later part of their primary schooling. There are also a high number of pupils with special educational needs and the above average number of pupils with English as an additional language also adds to the challenges the school faces. Despite these problems the school has succeeded in improving its results at a rate more rapid than that seen in most schools and many pupils achieve well despite their well below average attainment on entry to school.

3 When compared with pupils from other similar schools, the results in English and mathematics are at average levels but science remains below average. However, almost half the pupils taking the tests in 2002 did not enter the school until at least the beginning of the junior phase and several much later than this, and so direct comparisons are difficult. The attainment of boys and girls is very similar from one year to the next.

4 In 2002, seven year olds achieved standards that were also well below average in reading, writing and mathematics. However, when compared to pupils from similar schools, results in reading and writing were at average levels but attainment in mathematics was below average. Very few pupils achieved the above average Level 3 standard in either reading or writing, but in mathematics a similar proportion of pupils achieved the more difficult Level 3 to that seen in all other schools. The results taken over the last three years show results rising more rapidly in reading and mathematics than seen in most schools. Results in writing over this period show very good gains and are the result of clear actions taken by the school to improve this. Most pupils make good progress when compared with that of pupils in similar schools. Girls regularly produce higher results in reading and writing but boys perform better in mathematics.

5 Pupils with special educational needs and those who have English as an additional language make good progress when measured against their previous attainment. The quality of individual educational programmes for these pupils is good and is well matched to their needs. Support for these pupils in classrooms is satisfactory but could be improved if all support assistants were involved in all of the lesson rather than just when pupils were involved in their written tasks. Where support is not sufficiently effective, pupils are not always clear as to what they are to do and this slows their progress. However, when working in small groups with skilled support staff, pupils' progress is often good and sometimes very good.

6 When children first enter the school their attainment is well below that seen in most children of their age. Progress is good for most pupils in the nursery and reception classes and by the time children are old enough to move to Year 1 their attainment in mathematical development, knowledge and understanding of the world and their creative development has improved but is still below average for their age. Their physical development is at expected levels. Children's attainment in communication, language and literacy remains well below average because of the difficulty many children have in saying what they mean and in describing what they are doing.

7 The school's targets for English and mathematics have been set in consultation with the governors. Although targets are only required to be set for the junior age group, targets have also been set for improvement by the end of the infant stage and this adds well to the challenge set for all areas of the school. The targets for junior age pupils are based on a careful analysis of pupils' prior attainment and, if achieved, will continue the good rate of improvement shown over the last four years.

8 Current inspection evidence shows that in several subjects standards are similar to those seen in most other schools. Standards in information and communication technology are satisfactory with pupils able to demonstrate a satisfactory range of skills. Standards in music are satisfactory but those in design and technology are well below average. Attainment in art and design is satisfactory across the school and, although standards in physical education are satisfactory in most respects, the quality of swimming is well below what is expected, largely because of limited opportunities outside school. Standards in religious education are well below average.

9 Pupils' speaking skills are below average across the school but show considerable improvement as pupils progress through the school. Teachers work hard to improve the range of pupils' vocabulary, giving them opportunities to develop their skills in discussions on current world affairs and on aspects such as friendship and caring for others. Most pupils listen well, both to what their teachers are saying and to the contributions of other children. A good example of this occurred in a physical education lesson when pupils' performance improved after others made positive comments on how the work could be developed. Standards in reading in the infants are below average. Although more able pupils read with accuracy and expression, average and below average ability pupils often struggle and rely heavily on adult help to build the words. Lower attaining pupils also find difficulty in re-telling the story they have just read. By the end of Year 6 the quality of reading has improved with many pupils now reading fluently and expressively. Support for pupils who find reading difficult is good and the extra opportunities for pupils to take books home also help to promote their reading skills. Many infant pupils have difficulty with writing. Although more able pupils are beginning to write in sentences with the correct punctuation, many less able pupils find it hard to write more than a few words and spelling skills are not sufficiently developed. By the time pupils reach the end of the juniors the emphasis placed on improving pupils' writing skills is having success. Handwriting is well formed and of a uniform size. Pupils understand that there are a variety of styles that they can use in writing and they use these confidently, and the quality of spelling has improved. There is, however, little evidence of pupils writing at greater length using information and ideas from history, art or geography.

10 Current standards in mathematics are just below average by the time pupils reach Year 6. By the end of the infants, the range of understanding demonstrated by pupils is very wide. While some pupils show a good understanding of how to add and subtract numbers to 100, others still require practice in writing and forming numbers correctly. More able pupils know the correct names of simple two and three-dimensional shapes and accurately complete calculations using money and giving change. More than half the pupils recognise and use mathematical vocabulary, but for less able pupils this often proves difficult and

although they handle numbers with reasonable confidence, limited language skills result in pupils wrongly interpreting what they have to do when solving problems. By the end of the junior phase many pupils can explain the strategies they use when completing a calculation. Work is recorded neatly and accurately. There is, however, less evidence of pupils solving everyday problems. Evidence from lessons and from pupils' work indicates that in some areas, such as understanding how to calculate perimeter and area and in their knowledge of percentages and ratios, standards are in line with what is expected. Progress is good for the majority of pupils in Years 5 and 6, with most pupils making satisfactory progress in Years 3 and 4. In both infants and juniors, pupils are encouraged to use their mathematical skills in other subjects. Measuring skills are promoted in design and technology, negative numbers when measuring temperature in science, and a knowledge of time is promoted in history.

Pupils' attitudes, values and personal development

11 The attitudes, values and personal development of pupils in the school are good and have a positive impact on standards attained. This aspect of the life of the school has been maintained since the last inspection.

12 Throughout the school pupils show interest and enjoyment in the tasks they are set and most parents believe that their children are enthusiastic about all aspects of school life. As pupils move through the school they demonstrate increasing concentration and application. Occasional lapses in concentration are usually associated with over-long introductions to lessons, when some pupils can become restless, or pupils being unsure of the task they have been set. In these situations the consistent, skilful application of the school's behaviour management strategies quickly focuses pupils' attention. Pupils try hard and gain in confidence in seeking help as they move through the school. This is because the school culture is one that values and respects pupils' contributions, helping to build their confidence.

13 The personal development of pupils is very good. From their time in nursery pupils are encouraged to think about the consequences of their actions and how they affect other people. They are encouraged to talk about their feelings and how others may feel. Opportunities are created to ensure that pupils understand the need to respect everyone's ideas and consider them, even if you do not agree with them. This is an excellent feature of the school that is a very caring, united community, embracing a wide diversity of ethnic and cultural backgrounds. Relationships are very good throughout the school and children of different ages and backgrounds play and work well together. There is mutual respect between all adults and pupils in the school. This means pupils develop an 'I can try' attitude, not being afraid to get things wrong. Pupils respond well to the opportunities given to take responsibility for minor jobs around school and the recently formed School Council is significantly increasing these opportunities. However, there are insufficient opportunities for pupils to use their initiative or take responsibility for some parts of their learning.

14 Behaviour in the school is good overall and has improved since the time of the last inspection because pupils clearly know what is expected of them. There have been no exclusions in the last year. On occasions, behaviour is excellent. Exemplary behaviour was seen in one lesson with Years 5 and 6 pupils where pupils concentrated intently and worked to the limits of their ability with enthusiasm and interest. It was also seen in a whole school assembly that was being led by a group of Year 3 and Year 4 children. Despite not being able to hear all of what was being said, pupils sat still and in silence showing great self-discipline and respect for their peers. Outside of lessons, pupils behave well at all times: in the playground, in the dining hall and when moving around the school. There were no incidents of bullying seen during the inspection and pupils say such incidents are infrequent. Nevertheless, pupils are very aware of the way in which they should deal with such situations.

15 Attendance at the school is unsatisfactory, being well below the national average for all primary schools in England. The rate of unauthorised absence is well above the national average, due in part to the school's rigorous application of the rules governing unauthorised absence. The rate of attendance is affected by a number of pupils with a history of very poor attendance, despite many initiatives by the school, and the number of pupils who take holidays in term time. Parents at the pre-inspection meeting were very aware of the need for their children to attend school and to inform school of the reason for absence. In addition, the questionnaires completed for the inspection indicate clearly that children enjoy school and want to attend. However, poor attendance is a general feature of the school and has a negative impact on the attainment of pupils.

HOW WELL ARE PUPILS TAUGHT?

16 Current inspection evidence reveals that the quality of teaching is continuing to improve. The teaching seen in the last inspection was judged to be satisfactory with one third of teaching seen being good or better. Now more than half of the teaching seen is good, with some that is very good.

17 The teaching of the children who are in the nursery and reception classes is good and results in children making good progress in most areas of their learning. In both nursery and reception classes, staff create a settled and welcoming atmosphere and build good relationships with and between children. An interesting variety of activities are provided for children to work on. Good routines are established, so that children know what is expected of them. Staff show that they value each child's contribution to discussion and praise their efforts with the activities. This results in all children, including those with special educational needs and those for whom English is an additional language, tackling tasks with increased confidence and determination. In reception, the brisk pace to literacy and numeracy sessions, coupled with the relevant and practical activities to reinforce learning, result in children making good progress in these lessons.

18 In reception, children's progress is sometimes hindered, however, by the way teaching groups are organised. Teachers try hard to involve every child and question children skilfully to assess and extend their learning but this is much less effective in some sessions where one teacher takes the whole group of over 40 children. A strength of the teaching in both nursery and reception is the way children at early stages of learning English as an additional language are supported. They are encouraged to extend their language skills and their learning in other areas, both by effective bilingual support and by the way all staff show that they value different cultures and languages, with, for example, bilingual signs and labels on activities such as the sand and water play areas. This support is relatively recent, as it was not available at the beginning of the term, to help with assessing children's attainment on entry to nursery or school.

19 Teaching for pupils with special educational needs and for those who have English as an additional language is good. Teachers know what the needs of pupils are and provide work at an appropriate level for them. The learning support staff make an important contribution to the quality of this learning especially when pupils are working in small groups. On occasions at the beginning of lessons when teachers are explaining what it is they want pupils to learn, support staff are not sufficiently involved with the lesson, resulting in pupils not being clear as to what they are expected to do. The organisation that allows pupils to be mainly supported in class, but on occasions withdrawn to be taught in small groups, is effective and has a positive impact on pupils' learning.

20 The teaching of English and mathematics is satisfactory for both the infants and juniors but there are some classes, especially those containing older pupils, where the quality of teaching is good and occasionally very good. In these lessons the teachers' subject knowledge is good, they deliver the lesson with enthusiasm and pupils know very clearly the amount of work they are expected to produce and how they are to behave. The progress they make in these lessons is often rapid. In a small number of lessons, especially in some of those for younger pupils, the expectations of what pupils should know and can do are not as high as they could be. This results in slower progress than may be expected after the good start made in the nursery and reception classes. The National Literacy Strategy has been introduced satisfactorily and is contributing positively to the steady increase in standards. The introduction of the National Numeracy Strategy together with improved teaching has resulted in standards in mathematics being raised close to the national average.

21 The main strengths of teaching are the quality of planning, the management of pupils and the use teachers make of what pupils have learned in previous lessons to help them plan for what pupils need to learn next. Most teachers are very aware of the needs of pupils of different abilities in their classes and this enables teachers to plan work that is appropriate for the pupils. The management of pupils' behaviour throughout the school is good and, where teaching is enthusiastic, interesting and energetic, is often very good. All teachers apply the same rules and this ensures that pupils know what is expected of them. Many teachers complete thorough evaluations of their lessons and this helps them to know the pupils who have understood well and those who need some extra help. Some of this information is of a high quality and its use ensures that pupils receive work at the correct level that challenges them and helps to raise standards. The marking of pupils' work is consistently good, often providing targets for what pupils should do next to improve. Work is regularly marked and there are indications that pupils discuss their work with teachers, especially the younger pupils. Less consistent is the completion of corrections in mathematics. The setting of homework is mostly consistent and older juniors understand the need to complete these tasks and return them on time. Teachers value this work and it forms an important part of pupils' work.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

22 Nursery provision is good and results in children making good progress. A wide range of interesting activities is provided, relevant to the needs of these young children and covering all the areas of learning outlined in national guidance. Sessions are carefully planned to give a good balance between times when children are asked to be together and times when children choose different activities, with staff working with individuals and small groups. The small sloping playground hampers the proper provision of the full range of outside activities, though staff try their best to overcome this difficulty.

23 The curriculum for children in reception is satisfactory. Children are given many opportunities to choose from a range of practical activities. They are provided with many experiences that help them learn, and proper attention is given to national guidance about the curriculum for this age group. The quality of teaching is good, but sometimes groups are too large, hindering children's progress. When working in large groups, teachers are not able to give every child enough attention or provide sufficient opportunities for them to speak and show their work. When the reception children are taught in two small classes the provision is better. The planning for literacy and numeracy sessions is good, with interesting and practical activities to support children's learning. Provision for children's physical development is hampered by the limited facilities for reception children outside, with use of a very small

courtyard, and the limited use of the school hall, so that physical education in the hall is taught in a large group of over 40 pupils.

24 The curriculum for pupils in Years 1 to 6 meets legal requirements and it gives pupils a satisfactory range of learning experiences. Sufficient time is allocated to teaching each week and subjects are carefully planned using national guidance, with sensible modifications to cater for the mixed-age classes. The organisation of teaching groups for literacy, numeracy and science, based on pupils' levels of understanding, contributes well to the better progress pupils now make in these subjects. In a few subjects, such as geography and history, whilst the planning ensures the required knowledge is taught, insufficient attention is sometimes given to making sure pupils learn skills in a logical order and have sufficient opportunities to practise them. Although pupils attend swimming lessons in Year 4, few achieve expected levels because they have had little previous experience of swimming and many are afraid of the water.

25 Provision for pupils' personal, social and health education is satisfactory. A carefully planned programme, including citizenship studies, has recently been introduced and is being developed well. Appropriate attention is given to teaching about aspects such as drug misuse. The governing body at present has decided the school should not teach sex education to pupils, though this is to be reviewed next year.

26 Pupils are given adequate opportunities to practise their reading skills, though opportunities for individuals to use the library to find out information are more limited. At present, the work planned in many subjects, such as design and technology, history, geography and religious education, does not sufficiently develop pupils' skills in writing. Too much of the work is done on worksheets or is very brief and there are too few opportunities to do extended pieces of writing. The school has recognised the need to improve this aspect of planning though, as yet, it is not yet sufficiently well organised to raise standards. In response to the findings of the last inspection, there are now some carefully planned opportunities for pupils to develop their skills in speaking. These include, for example, junior pupils acting out the working conditions for children in Victorian Britain in history and discussing items of world news, developing good skills in constructing an argument. Whilst pupils reach expected standards in information and communication technology, there are insufficient opportunities for pupils to use their skills in other subjects, such as literacy, numeracy and science. Not enough use is made of computers to support writing skills such as drafting and editing text.

27 The school works very hard to ensure that all pupils are fully included in all aspects of school life. Boys and girls of all ages attend the breakfast club before school. Boys and girls from Years 5 and 6 enjoy the street dancing extra-curricular activity taken by a tutor from the community dance group. Provision for pupils with special educational needs continues to be good. They are sensitively supported by staff and given extra teaching help in some lessons, particularly literacy and numeracy. The organisation of the teaching of literacy, numeracy and science, where pupils are grouped according to their different levels of ability, helps ensure that pupils with special educational needs work alongside their peers and are given tasks that help them make good progress. The school takes due regard of the newly revised Code of Practice for special needs and has appropriately adapted its procedures. Every effort is made to ensure that pupils with physical disabilities have appropriate facilities and that pupils with emotional and behavioural problems are helped to discuss and understand their feelings in order to behave well and develop friendships. In the nursery and in reception, bilingual support staff work hard with the teachers to help children settle in school and take part in all activities, as well as extending their skills in English. Recently the school was awarded an anti-racism award for its good work in ensuring racial harmony in the school. The school constantly seeks ways to improve provision and the recent introduction of bilingual assistants in the nursery and reception classes is proving effective.

28 The school has good links with a local junior school and with the secondary schools that most pupils move to when they leave this school. For example, junior pupils were involved in an archaeological dig, and found Tudor remains, whilst working on a project with one secondary school. Good links are made with the local community, with the local policeman talking to infant pupils and the juniors carrying out a survey of litter in Hunslet and picking it up, working with adults from the local council.

29 A variety of visitors enrich the curriculum. Recent visitors include a circus skills trainer, a woodwind trio, an Indian dance demonstration, one pupil's grandfather to talk to pupils in Years 3 and 4 about his experiences in World War II, a speaker about Muslim weddings and a visitor dressed up as a Viking who visited Years 5 and 6. Visits also enhance the curriculum, though they are less frequent. The school puts a lot of effort into providing opportunities for residential visits for pupils in Years 4, 5 and 6 and these both enrich the curriculum and give good opportunities for pupils' social development. For example, Year 6 pupils stay in a youth hostel in Teesdale and activities such as following a route on a map, investigating a stream and experiencing a totally different environment from their home in Leeds help their geographical understanding and their social development. Extra-curricular provision is satisfactory, with an interesting variety of activities offered to junior pupils, mostly to older juniors. The two homework clubs provide a secure and welcoming place for a few junior pupils after school, though they are not very effective in helping to raise standards.

30 Overall, provision for pupils' personal development is a strength of the school and is very good. Provision for spiritual and cultural development is good and for moral and social development is very good. These features make a significant contribution to the caring and happy multi-cultural community that the school provides.

31 Arrangements for pupils' spiritual development are good. The school provides pupils with opportunities to explore their own values and beliefs and those of their classmates in well-structured current affairs lessons, in personal, social and health education lessons and when discussing stories in their literacy lessons. In addition the school encourages thinking by all pupils in all aspects of their life in school. Pupils reflect on their behaviour and the effect it may have on others. They are encouraged to contribute ideas in lessons and increasingly on wider aspects of school life. Pupils and their contributions to discussions are valued by the adults in school. Throughout their time in school, pupils are encouraged and supported to listen to their peers, respect their views, think about these views and then reach their own conclusions.

32 Pupils' moral development is very well promoted, beginning with the very good role models provided by all the adults in the school. They successfully extend pupils' awareness of rules, negotiated with each year group that promote the values of honesty, justice and care. Pupils have a strong sense of right and wrong, showing respect for the needs, interests and feelings of others. Consequently, pupils show respect for property and care for the environment. Older pupils have the opportunity to discuss moral issues in the news. During the inspection pupils discussed the fire fighters dispute and conflict with Iraq in an open way, expressing their own views clearly and being encouraged and supported to see these issues in a broader context. This led many pupils to the realisation of the complexity of moral issues with many expressing doubts about their initial views in the light of their discussions.

33 The provision for social development is very good. All staff encourage pupils to collaborate and support each other. The newly formed School Council has a high profile and is a very good means of involving all pupils in the development of the school. The school is truly inclusive, where pupils from a range of cultural backgrounds work very well together, eager to learn about each others' cultures, enjoying their similarities and differences. Great

care is taken when choosing topics to study to support the heritage of its pupils in order to enable this learning to promote mutual respect.

34 Arrangements for pupils' cultural development are good overall. Pupils have a good knowledge of British culture and there are some opportunities for pupils to consider the influences that have shaped this culture through visits to places of historical interest in the locality. Through lessons in art and design and music pupils are made aware of the artistic and cultural heritage of various parts of the world. For example, pupils have experienced several cultural events – one built on African music, another on Caribbean culture and a visit from a Viking. Religious education lessons give the pupils an awareness and some understanding of the major faiths of the world. However the strength of the school's cultural provision is the way in which it prepares pupils for life in a culturally diverse society, which is very good.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35 The steps taken by the school to ensure the welfare, health and safety of its pupils are very good. The school is a very caring environment where the safety and welfare of pupils is given high priority in lessons and in the daily life of the school. The school believes high standards of pastoral care to be essential to the removal of any barriers to learning. The obvious care within the school is supported by rigorous procedures and monitoring to ensure all statutory requirements are met. Child protection procedures are in place, are known by all adults in the school and are very good.

36 The effectiveness of educational and personal support and guidance in raising pupils' achievements is good. The school has very good procedures for monitoring and promoting desired behaviour and very good procedures for monitoring and eliminating oppressive behaviour. The school successfully uses its aims and values as a focus for the life of the school, establishing a very supportive community. This consistent focus on values has had a significant impact on greatly reducing the incidents of oppressive behaviour in the school.

37 Most pupils are taught by more than one teacher during the course of each week. This ensures that all pupils are very well known to several members of the staff. This in-depth knowledge of pupils ensures that the supporting of pupils' personal development is very good, although informal. Where staff feel that individual pupils need additional support, support plans are created and in some cases, additional support is provided in the school using outside expertise. Excellent monitoring and imaginative strategies for improvement are in place, although they have had no impact on the whole school attendance figures as yet. The very good pastoral system in the school ensures that attendance issues are picked up early and innovative strategies are put in place to target the specific difficulties of individual pupils. The learning mentor works tirelessly with teachers, parents and pupils to improve attendance. Although there is frequently short-term improvement in attendance as a result of these efforts, permanent improvement is not yet apparent. The monitoring of pupils' academic and personal development is good but the school is looking at ways to improve these to make its procedures more effective so that staff have a fuller understanding of what pupils have learned and the progress they are making. The deputy headteacher completes a rigorous analysis of test data but is examining how to improve this to include the short-term improvements pupils make. Effective assessment procedures have ensured that pupils with special educational needs and English as an additional language are provided with teaching that more effectively meets their needs. A further planned improvement is the computerisation of pupils' achievements and progress. The development of assessment in English, mathematics and science is secure and used well by staff to plan their lessons. Assessment procedures in several other subjects are in the process of being developed but

these are not yet fully in place. However, the use of the assessment information available is good and teachers use this when planning what to teach next. Where the system is used to its best effect, teachers note which pupils have not fully understood a lesson and require additional help. Pupils are grouped effectively for English, mathematics and science and this is helping to raise standards.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38 There is an effective partnership between the school and the parents, and parents are overwhelmingly positive about the school's provision.

The parents' questionnaires completed for the inspection reveal that parents are most pleased with:

- the quality of teaching in the school;
- the high expectations the school has of its pupils;
- the standard of behaviour of the pupils;
- the progress their child is making in school;
- the way in which any questions or concerns they may have are received and dealt with.

The inspection broadly endorses parents' positive viewpoints.

39 A small minority of parents do not:

- feel that the school provides an interesting range of activities outside of lessons;
- feel that the school works closely with parents;
- feel well informed about how their child is getting on.

The inspection found these aspects of the life of the school to be satisfactory. The impact of the involvement of parents on the work of the school is satisfactory and parents make a satisfactory contribution to children's learning at school and at home. There is a home/school reading system but parental support is inconsistent. Parents who have difficulty with spoken and written English are being supported well by the school through workshops for nursery parents to explain ways in which all parents can support their children in the early stages of reading by helping their children to enjoy stories and books. Bilingual staff translate at these meetings. Individual advice is always available to parents who want to speak to their child's teacher and spoken translation is available in the school. The school also runs workshops of interest to parents, the current one being on childhood illnesses. Parents contribute to children's learning by accompanying school visits, are very supportive of school functions and raise funds for the school. This involvement enhances the learning opportunities available to pupils in the school. However, very few parents work in school on a regular basis as volunteers. The contribution of these volunteers is valued by the school and has a positive impact on pupils' learning.

40 The quality of the information provided for parents is satisfactory. There are opportunities for regular contact with parents through reading books, homework, school newsletters and open evenings. However, the main contact is the informal contact provided by the school's well-used 'open door' policy. Parents are welcomed into school at any time to discuss issues affecting their child's education or general well-being. Curriculum newsletters are produced each half term by class teachers and they give a good overview of what is going to be taught. However, they contain insufficient information for parents to fully understand what their children need to learn at home and how they can work in partnership with the school. The annual reports on pupils' progress are satisfactory. They give good

descriptions of what the pupil knows and understands in all subjects of the curriculum, but they do not always report on progress. They make no reference to attainment in relation to National Curriculum levels except at the end of each key stage and this makes it impossible for parents to know how their child is performing or judge the rate of progress being made. Although reports contain 'targets' for pupils, these are often too general to be useful.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41 The quality of leadership and management provided by the headteacher is outstanding. She is very ably supported by her effective deputy headteacher and senior colleagues and they have succeeded in consistently raising academic standards, improving the quality of teaching and ensuring that the needs of all pupils are met. Considerable hard work by all concerned has resulted in school staff and governors having a very clear vision of what they need to do to improve things across all areas of school life. A main focus for the work has been the improvement in English, mathematics and science where standards were well below those seen in other similar schools. This they have succeeded in doing by improving the standards of teaching through rigorously checking the quality of lesson planning, regularly observing lessons to ensure improvement in teaching and providing training where a need is identified. Standards are rising but the headteacher and senior teachers recognise that much work remains to be done to improve these further. Pupils' behaviour has been improved considerably; they are polite and co-operate very well with each other and there are very good relationships between adults and pupils, built on respect. Pupils feel secure and are confident in approaching teachers for help and support and most are well motivated and eager to learn. Most importantly, both school staff and governors consistently seek ways to improve the quality of what is provided by the school. Teachers who look after the different subjects in school produce very good quality plans so that they know what progress they have achieved in improving their subject areas and plan what they need to do next to improve further. Progress in achieving these targets for improvement are regularly checked by the head but much of the work is based on trust and this has very effectively raised staff morale.

42 The governing body is effective in carrying out its role in the leadership and management of the school. The minutes of governors' meetings show that they are fully involved in the decision making process that is helping the school to improve. An appropriate range of governors' committees ensures they work efficiently and helps them to draw on, and use, the expertise of members effectively. Governors have a good understanding of the strengths and weaknesses of the school and are becoming more confident in asking for and seeking out information when they are uncertain. The headteacher welcomes this as it ensures that governors have a wide range of information upon which decisions are based and issues are fully discussed. The governors fulfil their statutory requirements satisfactorily.

43 The systems introduced by the school to check on the quality of teaching are good. Regular visits are made by the headteacher and senior staff to lessons in English, mathematics and science and recently observations have been made in physical education, music and geography. These visits focus on different parts of the lessons, for example on the quality of teachers' questioning, and where this needs improvement additional help or training is provided. The findings of the visit are discussed with the teacher and targets for improvement are agreed. There is a timetable set out for these visits and this is rigorously adhered to. Opportunities for staff to undertake training are good. There is a very good school improvement plan that clearly sets out what the school needs to do next to improve. This detailed plan is clearly focused on what the school needed to do to tackle the areas for development identified in the last report but is now in need of renewal. There are, however, well-advanced plans on what needs to be done next to maintain the progress being made.

Information on what each pupil can do and the progress they are making is carefully collected so that teachers are able to plan improvements for individual pupils. This is particularly effective when pupils are taught in small groups. Records on pupils' progress are not yet kept on the school's computer but plans to complete this are well advanced.

44 Financial management is very good and effective systems are in place to keep a close check on what is spent. Income and expenditure are above average for the size of school but the spending of funds is carefully considered and spent in areas that will most benefit the pupils. A good example of this is the employment of additional support assistants to make sure that pupils who have special educational needs and those with English as an additional language make good progress. The governors and headteacher ensure that the school lives within its budget and that value for money is obtained with basic purchases. Value for money principles are not yet applied sufficiently rigorously to major educational developments and some targets in the school improvement plan need to reflect this more so that improvements can be measured accurately.

45 Teacher staffing levels are satisfactory and sufficient for the number of pupils. Consideration has been given to ensuring that there are good levels of subject expertise on the staff. Levels of training for all staff, including support staff, are good and this contributes positively to the improvement in standards. The school has an adequate range of learning resources except in information and communication technology where pupils have limited access to computers to be able to find out answers and practise their skills. However, plans are in place to improve this and to give pupils direct access to computers in classrooms. Internal accommodation is adequate although some classrooms have limited space for the number of pupils in the class. The school has, however, made the most of its facilities, creating a music room and a pleasant and well-used library together with additional space where small groups can be taught. Outside space is very limited and there is no direct access to grassed areas.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46 The school has improved standards in English, mathematics and science through the effective introduction of the National Literacy and Numeracy Strategies and a scheme of work for science. To improve the school further, the headteacher, school staff and governors should:

- 1) Improve standards in English, mathematics, science, history, geography, design and technology and religious education by:

- maintaining the rigorous checking of the quality of teaching and planning and, where improvement is needed, providing the necessary training;
- ensuring that challenging targets are set to improve pupils' work;
- checking that all subjects are covered in suitable depth and pupils learn what they have been taught;
- providing a greater focus on improving pupils' speaking skills;
- giving pupils greater opportunities to transfer their skills from one subject to another, especially in writing.

2) Improve the quality of teaching provided for infant and younger junior pupils to ensure that they continue the good progress they make in the nursery and reception classes, by raising teachers' expectations of what pupils should know and can do.

3) Seek ways of improving pupils' attendance and ensure that all parents understand the consequences of continued poor attendance on pupils' educational development.

As well as the above key issues the school should:

- ensure that teachers use support staff effectively throughout lessons;
- review the organisation of teaching in the reception classes to improve opportunities for children to talk about things that interest them.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	23	25	1	0	0
Percentage	0	14	40	44	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents almost two percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	21	295
Number of full-time pupils known to be eligible for free school meals	N/A	115

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	4	97

English as an additional language

	No of pupils
Number of pupils with English as an additional language	103

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	48

Attendance

Authorised absence

	%
School data	7.6
National comparative data	5.4

Unauthorised absence

	%
School data	1.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	19	20	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	16	16	15
	Total	31	31	31
Percentage of pupils at NC level 2 or above	School	79 (67)	79 (67)	79 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	14
	Girls	17	15	16
	Total	32	31	30
Percentage of pupils at NC level 2 or above	School	82 (67)	79 (94)	77 (70)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	18	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	9	16
	Girls	12	13	14
	Total	23	22	30
Percentage of pupils at NC level 4 or above	School	64 (60)	61 (51)	83 (83)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	10	14
	Girls	13	12	12
	Total	26	22	26
Percentage of pupils at NC level 4 or above	School	68 (30)	58 (52)	68 (67)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	200	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	5	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Pakistani	15	0	0
Asian or Asian British – Bangladeshi	62	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	3	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	21
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	315

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	33
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0.5
Number of teachers appointed to the school during the last two years	0.5

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	814,520
Total expenditure	792,030
Expenditure per pupil	2544
Balance brought forward from previous year	26,210
Balance carried forward to next year	48,700

RESULTS OF THE SURVEY OF PARENTS AND CARERS

Questionnaire return rate

Number of questionnaires sent out	316
Number of questionnaires returned	89

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	24	0	0	1
My child is making good progress in school.	67	29	0	1	1
Behaviour in the school is good.	62	36	0	0	3
My child gets the right amount of work to do at home.	56	33	3	3	2
The teaching is good.	72	24	0	0	3
I am kept well informed about how my child is getting on.	48	37	9	1	6
I would feel comfortable about approaching the school with questions or a problem.	67	29	0	0	6
The school expects my child to work hard and achieve his or her best.	75	24	0	0	2
The school works closely with parents.	52	35	9	2	2
The school is well led and managed.	67	27	1	0	6
The school is helping my child become mature and responsible.	60	33	1	1	3
The school provides an interesting range of activities outside lessons.	36	39	12	6	8

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

47 Children's attainment on entry to nursery is well below that normally reached by this age group and a detailed analysis of previous attainment show that this has fallen during the last three years. Children make good progress in the nursery and in reception, in most areas of learning specified for this stage of education, due to the good quality of teaching. In reception, however, their progress is sometimes hampered by the way teaching groups are organised. For literacy and numeracy, children are sensibly grouped into two separate classes, based on their levels of skills and understanding. This organisation allows teachers to concentrate on the different needs of the more able and the less able children. Too many lessons, however, are taught in a single group of over 40 children, taken by one teacher, and this slows children's acquisition of language skills. By the end of the reception year most children are likely to be still working towards the levels expected of their age in most areas of learning. In their physical development, many children have reached expected levels. In the key area of communication, language and literacy, however, standards are likely to be well below expected levels.

48 The quality of nursery and reception provision, including teaching, is good. The quality of teachers' planning is detailed and sets out clearly what it is that children will be expected to learn. The organisation of classrooms is good and this allows children to move freely between activities to experience as wide a range of practical activities as possible. The quality and use of learning resources are good. Teachers' expectations of the way children behave towards each other are high and this ensures that relationships between children and with adults are good. There is good bilingual support for children with English as an additional language in both nursery and reception. Teachers work hard to extend children's language skills, especially in the nursery, so that they learn new words that they use to explain what they want or have learned. Questioning skills, particularly in the nursery, are good. In reception classes, progress, especially in the development of speaking skills, is hampered by the arrangement of the classes into large groups. This restricts the opportunities of children to respond to teachers' questions.

Personal, social and emotional development

49 Staff in both the nursery and reception encourage and support children's personal, social and emotional development well, so that children make good progress in learning the routines of school life, such as confidently sitting and having a drink of milk together and tidying away sensibly at the end of sessions. By the end of the reception year, many aspects of their development are likely to be almost reaching expected levels, due to this good teaching. Children are encouraged to be increasingly independent by being given many opportunities to choose from a variety of interesting activities. They know what is expected of them and behave well, most children sitting quietly and listening to staff when asked. Children with special educational needs are helped by support staff to join in with all activities and to sit and listen to the teacher. Most reception children work hard at tasks given to them. Their growing respect for the different cultures and faiths represented in the school is promoted effectively, in special sessions and as opportunities arise and also by the good role models that staff provide. Other aspects of their development are also progressing, though more slowly. Many reception children still need help to dress and undress for physical education lessons in the hall. Many children in the nursery have low levels of skills in playing together; often two or three children play using the same equipment, but without any contact between

them. For example, three nursery children scrubbed and scrubbed the dolls in the water tray, having watched a parent bathe a baby at the beginning of the session, but without acknowledging the other children at all. In reception, many children still have difficulty in co-operating with each other in play situations.

Communication, language and literacy

50 Most children are likely to be well below the expected standards by the end of the reception year. Children make good progress in the nursery as a result of the good provision and teaching. In reception, literacy lessons are taught well, with a brisk pace and many practical activities that hold children's attention effectively. In both nursery and reception, there is good bilingual support for those children who need it and this helps their good progress. Staff create situations where children are encouraged to listen carefully, such as in nursery when children have to identify the musical instrument by its sound in order to have a turn playing it. In reception, children really concentrate hard when listening to the teacher talking through a toy dog, to see if the dog makes another mistake in giving a word beginning with the letter 'm'. A significant number of reception children do not know the sounds that individual letters make and give words such as 'bed' when asked for words beginning with the sound 'l'. Staff in the nursery use every opportunity to develop children's skills in speaking, encouraging them to talk using complete sentences rather than single words, and extending their vocabulary. When reception children are taught in small groups, teachers successfully create many opportunities to help children increase their vocabulary and their confidence in using full sentences. They are much less effective when children are taught in a single group of over 40 children. The teacher of such a large group cannot adequately give all children the opportunity to speak, or help them extend their speaking skills whilst learning in other subjects. Most children have a very limited vocabulary; for example, many reception children just point to pictures, they do not use words such as 'beside', 'next to', 'under', 'on top of' or 'higher than', when trying to describe where objects are in a picture.

51 Teachers in both the nursery and reception give children many opportunities to listen to stories and to look at books, although in some lessons opportunities for children to discuss ideas and illustrations are limited. In both nursery and reception, there are bright displays with books and labels, questions, lists and instructions, giving a literate environment. Nursery children enthusiastically lift flaps of paper in books such as *Spot the dog* to point to animals hidden underneath. Reception children enjoy repeating well-known phrases whilst the teacher is reading a book to the group, though very few try and read the words. Many reception children concentrate almost entirely on the pictures in books, using one or two words to describe what they see, or 'read' the story using the pictures as clues. More able children can recognise several familiar words and have started to use their knowledge of the sounds letters make to help them read.

52 Nursery staff provide many activities to help children acquire early writing skills and an understanding that writing conveys meaning. Children work with support staff to write a shopping list, for example, then go to the class 'shop' and buy the food, checking the list to see they have got all the ingredients. In reception, teachers help children decide what they want to say, then the teacher writes it. Most reception children copy over or under the teachers' writing, though a few more able children have started to try to write by themselves.

Mathematical development

53 Children make good progress in their mathematical development in both nursery and reception, due to good teaching, though many children are still likely to be below expected levels by the end of the reception year. Staff in both nursery and reception use opportunities such as taking the register and singing action rhymes such as 'Five little speckled frogs' to

reinforce the concept of numbers in a meaningful way. Children investigate the properties of shapes when they use them to print patterns and when they use different paper shapes to create collage pictures. They learn about different sizes of objects in songs such as 'When Goldilocks went to the house of the bears'. In reception, whilst most numeracy lessons are planned well, with a series of interesting activities that involve children and support their learning, at times children are not given enough practical experiences and sufficient resources to help them understand their work. This was seen in one session, where children who did not understand the concept of counting in 10s had no means of checking what they were doing, and so their progress was slowed. Most reception children can count to 10 and can accurately count a group of objects up to 10 and identify the correct numeral. More able children can count up to higher numbers, and a very few can recognise the correct numeral. Children learn to recognise and name simple shapes such as circle, square, rectangle and triangle.

Knowledge and understanding of the world

54 Because of the good teaching, children in nursery and reception make good progress in building up a knowledge and understanding of the world, though most children are likely to be below expected levels by the end of the reception year. Children's past work and displays in the classrooms, as well as work seen during the inspection, show that staff provide a wide range of learning, supporting early concepts in geography, history, science, design and technology and religious education. In nursery, children were fascinated with a remote control toy car, demanding their turn to press the buttons to make the car move forwards and backwards. In reception, children worked with a teacher to program a robot and check whether they had done so correctly by getting the robot to a particular position. Specific themes are introduced well; reception children were fascinated by the effect of turning out the main light (on a dull and rainy day) and using a torch to produce shadows. Children's limited vocabulary hinders their learning, particularly in the building up of ideas. This was seen in the lesson on light, when several children found it difficult to name a candle, and called it 'fire', so found it difficult to explain exactly what they could see while the candle was burning. In nursery, most activities are planned well so that children learn by doing them even when adults are not supporting them. In reception, whilst many activities are carefully planned, some are not. For example, there were insufficient resources such as torches available for reception children to use independently following the very good introduction to light and shadows made in the initial session, and this meant children were unable to reinforce their learning in a practical way. The sand and water trays in reception have a jumble of equipment available for children to choose. These activities are not structured carefully enough to enable children to explore the properties of the materials or to build up concepts such as capacity simply by using them.

Physical development

55 Children make satisfactory progress in their physical development and most will reach expected levels by the end of the reception year. Staff in both nursery and reception classes help children move with increasing co-ordination and control by providing a variety of activities to practise these skills. Children try threading laces through holes and carefully balance wooden bricks on top of each other. Nursery staff make considerable efforts to provide a good range of physical activities outside, but are hampered by the small sloping playground space. Most nursery children show appropriate levels of skill when pedalling wheeled toys up the slope and controlling their descent, though a few are not able to do this safely. Reception children have a very small outside space, in which they practise skills such as balancing and walking along planks. At times, staff are more concerned with supervision and opportunities are missed to support children's language skills whilst using outside equipment. Reception children also have physical education lessons in the hall. These

satisfactorily support children's physical development but are less effective than they should be, because children are taught in one big group of over 40 children. The teacher carefully praises individuals who perform well, but in such a large group the teacher cannot assess and extend the skills of all the children. Opportunities are missed to use the demonstration of good movements to encourage all children to improve their performance. Reception children move round the hall with expected levels of control, running and jumping well, though many have difficulty hopping properly. They can find a space away from others to sit down when asked and quickly join hands and stand in one large circle.

Creative development

56 The quality of teaching and planning is good and provides many opportunities to support children's creative development. Children make good progress in nursery and reception in this area of the curriculum. By the end of the reception year, most children are likely to be below expected levels in many aspects, particularly those such as imaginative play which are hindered by children's low levels of language skills. Children explore different media such as paint, felt-tip pens and sticky paper. They experiment with different techniques such as printing, hand painting and mixing paints to produce different shades. Nursery children make Rangoli patterns with paint and shiny sequins. Reception children look in a mirror then paint careful portrait faces. In both nursery and reception, musical instruments are available for children to experiment with and staff teach the children a variety of songs. These sessions are not always as effective as they should be in reception, where children are sometimes taught in one large group. Whilst this is a sensible way to teaching new songs, it is much less effective when asking children to respond to what they have heard. In the session seen, the teacher asked individuals to come to the front of the group and perform. The teacher carefully assessed and extended these children's skills but the group was too large for most children to benefit fully from this activity. Children are given opportunities to play imaginatively, such as with puppets and in the class 'shop' and in the 'home corner'. Reception children still need considerable support in these activities; many find it difficult to talk to each other and co-operate with each other in such play situations.

ENGLISH

57 The results of the 2002 national tests for seven year old pupils showed that the number of pupils reaching the expected Level 2 in reading were below the national average. However, when compared against the achievement of pupils in similar schools to Hunslet Moor, attainment was at average levels. In writing, the proportion of pupils reaching Level 2 was well below the national average but showed similar levels of improvement to those seen in reading. The proportion of pupils achieving the higher Level 3 in both reading and writing was below the national average. It is important to note, however, that standards in reading have shown a gradual improvement over previous years while standards in writing have shown a significant improvement when compared to all schools nationally. Improvements against schools taking their pupils from similar areas as those attending Hunslet Moor have been even greater. Improvement since the previous inspection in the numbers of pupils achieving the average Level 2 in reading and writing have been significant and are the result of improved teaching and a greater focus on the subject.

58 In the English tests at eleven years old the overall attainment was well below the national average. Although the number of pupils achieving the expected Level 4 was similar to other schools, the percentage of pupils achieving the higher Level 5 was below the numbers doing so nationally but in line for similar schools. This is, however, a substantial improvement on the standards achieved at the time of the last inspection. The well below results for eleven year old pupils were partially due to high pupil turnover during the junior age group when

several more able pupils left the school. There is no significant difference between the attainment of boys and girls.

59 In work seen during the inspection the standard of seven year old pupils in writing is well below the level expected. Higher attaining pupils write short sentences with appropriate use of capital letters and full stops. Sentences are correctly sequenced and their short stories are beginning to show a sound structure. Other pupils, including those with special educational needs and those for whom English is an additional language, find writing difficult. Although sentences are beginning to show a correct series of events, punctuation is not well understood with limited use of capital letters and full stops and with handwriting of an inconsistent size. Higher attaining pupils spell regularly used words accurately, but average and below average ability pupils still find spelling difficult.

60 Most infant pupils listen well. Pupils listen carefully to the instructions from the teacher. In a writing lesson, instructions about the task to be completed were clearly explained by the teacher. Pupils knew what to do and settled quickly to their work. They listen attentively to the contributions of others during the sessions at the end of lessons and wait their turn to respond. Many pupils have limited vocabularies and have difficulty in saying what they need to. Most are willing and eager to discuss their work on a one-to-one basis but are not always able to express themselves clearly and succinctly. During questioning from the teacher many pupils are reluctant to respond, tending to answer with one word rather than a sentence. Many pupils, especially those with special educational needs and those for whom English is an additional language, have limited vocabularies but are supported well by enthusiastic and skilled support assistants and helped to make good progress.

61 The standard in reading is below the level seen in many schools. Higher attaining pupils read with expression altering the tone of their voice when reading speech. They talk about the books they have read and use their phonic knowledge to work out unfamiliar words. The standard attained by average pupils is lower. Although they recognise words their reading often lacks expression. They are able to talk about and describe the main characters in stories but they experience difficulty retelling the story. Lower attaining pupils read very slowly and their understanding is limited with many unable to talk about the story. They use their understanding of letter sounds to work out what words say but they rely heavily on an adult to help with unfamiliar words. Where support for these pupils is available, progress is often good. Pupils understand the words 'contents' and 'index' and can say what they are used for.

62 The overall attainment of eleven year old pupils is below average levels seen in other schools across the country. However, the emphasis that the school has placed on the raising of standards in writing is beginning to have an impact on pupils' attainment and there is evidence of good progress since the beginning of the academic year.

63 Pupils present their work neatly, the majority using handwriting that is joined and legible. Pupils are beginning to write in a variety of styles including writing for different audiences, poetry and book reviews. An example of this was in a Year 4 class. Here pupils were examining and comparing headlines in papers and how they differ depending on whether the paper is a tabloid or a broadsheet. Pupils have a clear understanding of the use of punctuation and generally use it appropriately. Higher attaining pupils use inverted commas accurately to show speech. The standard of spelling is improving, benefiting from weekly spelling tests, although some pupils are still making mistakes with regularly used words. Although there has been an improvement with writing, there is little evidence of pupils writing at greater length. However, good work was seen when pupils write autobiographies. Here, using information and communication technology skills, pupils described their life in detail

with a good understanding of paragraphing. Although pupils have a firm grasp of sentence construction, their use of expressive language is limited.

64 Speaking and listening skills are further developed with opportunities to contribute to class discussions. An example of this was in a Year 6 class discussing the story of Rikki Tikki Tikki. Here pupils listened attentively to the teacher, more confident pupils responding positively to questioning. However, their responses generally tended to be short despite the persistent questioning and encouragement from the teacher. Although pupils are confident to discuss their work individually, opportunities to present their work during the sessions at the end of lessons are not always sufficiently consistent to help to develop confidence with speaking skills. When in small groups, pupils with special educational needs and those with English as an additional language often make good progress, receiving the skilled attention to encourage them to answer the teachers' questions in greater detail.

65 Junior pupils are showing good progress with their reading, benefiting from regular reading sessions. However, the overall standard is still below the level expected for pupils of their age. Higher attaining pupils exceed this level, reading independently with expression and talking about the books they have read. Average pupils read with understanding, observing the punctuation but generally lacking in expression. These pupils are less enthusiastic about what they have read, having difficulty remembering the titles of the books and the main events in the stories. By the time pupils are eleven years old, they are familiar with the classification system for reference books in the library and can select books in different categories. Pupils with special educational needs and those with English as an additional language make good progress, benefiting from the good support from special needs assistants.

66 Pupils' attitudes to the subject are positive. Pupils enjoy the lessons and are well behaved. They settle quickly to their work and remain on task without direct intervention from the teacher. They are, however, confident to seek help when required. When pupils are working directly with the teacher they are well focused and are eager to improve. On the occasions when pupils are asked to work in pairs they do so sensibly. This was very evident in a Year 1 class when selecting matched words in a word game, with pupils concentrating well on the task given.

67 The overall quality of teaching and learning is satisfactory at both key stages although some teaching of older pupils is good. No unsatisfactory teaching of English was observed during the inspection. Teachers have a clear understanding of the National Literacy Strategy. Where teaching is most effective, lessons contain detail on what pupils are to learn and planning is a good match to the needs of all the pupils. This results in good learning. These lessons begin briskly and move at pace, immediately capturing the pupils' interest. Teachers have very good pupil management skills, behaviour is good and pupils are able to work with relatively few distractions. This was very noticeable during a current affairs discussion where pupils were able to contribute positively and help to improve their speaking and listening skills. Although the majority of lessons conclude with a plenary session to assess pupils' progress, there are occasions when pupils do not have sufficient opportunities to contribute. Teachers know their pupils well, relationships are good and pupils are anxious to improve. When teaching is less effective the organisation of lessons is muddled and the task not clearly explained to pupils. The outcome is that pupils are confused and learning slows. Marking is generally thorough, and where teachers make comments on how to improve the quality of work progress is better. Teaching has maintained the substantial improvement reported in the last inspection.

68 The management of the subject is good and has improved from the time of the previous inspection. The two co-ordinators for the subject complement each other's

strengths and both have a clear vision about future developments and the need to raise standards. The assessment of the subject is thorough and there are sound procedures to track pupils' progress. Both the co-ordinators have observed teaching, and individual teachers have been given targets for improvement. Analysis of data from national tests and other assessments is used to plan future work and identify strengths and weaknesses. Some of these weaknesses are being addressed in booster classes and through the setting by ability for literacy lessons. Literacy targets are displayed in classrooms but not all pupils are aware of these targets. The use of literacy within other subjects is variable. There is a focus on literacy in most subjects with appropriate language used in science and music; however, the opportunities for extended writing in history, religious education and geography are too few.

MATHEMATICS

69 Current standards in mathematics seen during the inspection are well below average in the infants and below average in junior classes. Results from the national tests taken by pupils in the summer of 2002 show standards in both Year 2 and Year 6 that are well below average when measured against all schools. However, when judged against schools taking their pupils from areas similar to Hunslet Moor School, results remain below average for pupils in the infants but rise by the end of the juniors and are similar to those seen in similar schools. Improvements in standards since the time of the last inspection have been good with more pupils reaching the average Level 2 at the end of the infant stage and Level 4 at the end of the juniors. The 2002 test results at the end of Year 2 show that the number of pupils reaching the more difficult Level 3 was similar to that seen in other schools; many pupils were not able to achieve expected Level 2. By the end of the juniors very few pupils achieved the above average Level 5, with almost four out of ten not reaching average levels. These figures do, however, hide a more positive picture within the school. Over the last three years, results in mathematics have risen at a rate much greater than that seen in most other schools. Even so, standards could be higher because not all teachers have sufficiently high expectations of what pupils can do. While most pupils handle numbers confidently, many are not sure what to do when they are asked to solve written problems, the result of well below average language skills. Some teaching is strong, particularly for older pupils, and pupils make rapid gains in these classes. Overall progress is good for many pupils, considering their well below average attainment when they entered the school. There is little difference in the performance of boys or girls, and pupils who have special educational needs and those who have English as an additional language make good progress, especially when they receive extra help from the support assistants and in small groups.

70 By the age of seven, many pupils confidently count to 100 with more able pupils able to count well beyond this, and have a satisfactory understanding of the value of hundreds as well as tens and units. Most pupils can count accurately to 50 in 5s and understand the difference between odd and even numbers. Many pupils can accurately add numbers to 20 and beyond and practise this by making up their own sums, although some pupils struggle to fully understand subtraction. Even though teachers work hard to improve pupils' understanding of ideas such as 'more than' and 'altogether', many pupils are uncertain of what these mean and this results in slow progress. A majority of eleven year olds are able to explain how to multiply and divide and use this knowledge when completing sums using decimals and fractions. Mental mathematics skills are developed satisfactorily and most pupils in the juniors are able to work out answers to tables problems, but too few are able to provide rapid and accurate answers. In a very good lesson for those in Year 5, pupils learned how to calculate the perimeter of rectangles and showed a good understanding of how to apply this knowledge to other shapes. Pupils' understanding of mathematical vocabulary

remains a problem, and a lack of a clear understanding of what words mean results in standards being lower than they could be.

71 The standard of teaching is satisfactory overall but with better quality teaching seen in the juniors where some teaching is very good. The quality of teaching in Years 1 and 2 is satisfactory but the good progress that pupils make in the nursery and reception classes is not always sufficiently maintained and not enough is expected of some pupils. Much teaching of mathematics in Years 3 and 4 is satisfactory but with good teaching of pupils who find mathematics difficult. Progress accelerates in Year 5 and some pupils make rapid gains, especially where the teaching is very good. Most teachers plan well and share with pupils what they will learn during the lesson. In the good and very good lessons pupils are very aware of how hard the teachers expect them to work and how well they should behave. These lessons move along with a very good pace, pupils are expected to listen carefully and teachers ask challenging questions. Pupils' work is regularly marked but corrections are not consistently completed. In less successful lessons not enough is expected of pupils and the pace of learning slows.

72 The National Numeracy Strategy has been introduced well. Teachers consistently use the structure and planning provided to ensure that most pupils cover the whole of the mathematics curriculum. Many less able pupils find much of the work difficult but, especially where they receive support, they make good progress with their understanding of number. However, because of well below average language skills, struggle with mathematical problems. What pupils are to learn in lessons is usually shared with them and this provides a good focus for the lesson.

73 Mathematical skills are used in some other subjects such as design and technology and science. There is limited evidence of information and communication technology being used to raise standards in mathematics. Some examples of graph work are on display and examples of pupils using spreadsheets to calculate the cost of sports kits form part of their work with the local football club, but there are few other examples of such work.

74 Pupils' attainment is regularly monitored and the information gathered is carefully analysed. This has helped the school to strengthen the curriculum and to identify areas such as mental mathematics skills and mathematical vocabulary for improvement. The quality of teaching is regularly checked and has succeeded in raising the overall quality but the school recognises the need to raise standards further. Good systems are in place to track the progress of individual pupils from one year to the next. Individual pupils are well supported both in class and when in small groups and this helps most pupils with special educational needs and those with English as an additional language to make good progress. The subject leader is knowledgeable and enthusiastic and has a very clear idea of the improvements necessary to continue to raise standards.

SCIENCE

75 In the 2002 teacher assessments at the end of Year 2, the number of pupils at Level 2 and above was well below the national average across all the different aspects of the subject. Results in the national tests at the end of Year 6 indicated that the proportion of pupils at Level 4 was below average, and well below at the above average Level 5. Results are broadly in line with those for similar schools and have risen steadily during the previous three years and are rising faster than results in most other schools. These results do however hide the fact that standards have risen strongly since the last inspection in 2000. There are no significant differences in results between boys and girls or across the different minority ethnic groups found in the school.

76 Pupils enter the school with well below average attainment. Inspection evidence indicates that standards are below average at the end of Year 2 and at the end of Year 6. This means that pupils achieve well over their time in school because they are of well below average ability when they first enter the nursery. Pupils with special educational needs and those who speak English as an additional language are well supported in lessons and make good progress. Progress overall is limited by the low level of pupils' writing skills.

77 By the end of Year 2, pupils are beginning to develop the basic vocabulary and concepts associated with science. Pupils in Year 2, for example, can describe aspects of a healthy diet and what makes a balanced meal. Pupils understand that a light source is needed for objects to be visible. They are able to carry out simple investigations and make predictions about what may happen. This was seen in simple experiments carried out by pupils in Year 2 on light and dark. Pupils carry out basic sorting operations and can describe the various groups into which they sort objects, such as those that are vegetables and those that are fruit. Pupils generally write up results of tests on worksheets provided by the teachers and these provide greater opportunities for pupils to develop their basic writing styles.

78 By the end of Year 6, pupils have some knowledge of how forces operate, the human skeleton and muscles, the life cycles of plants and seed dispersal. Pupils develop a sound scientific vocabulary. Pupils in Year 6, for example, understand such terms as pollination and germination. They can identify major bones and muscle groups such as biceps and triceps. Pupils' opportunities to express their own ideas about finding the solutions to problems are sometimes limited by the teacher telling them too much, which restricts their own development, especially for higher attaining pupils. Pupils carry out a number of tests and experiments and understand the principle of fair tests well. Pupils have limited opportunities to discuss what happens if the variables in a test are altered, to assess how their procedures could be improved in the light of experience, or to devise and set up their own tests.

79 Science makes a satisfactory contribution to pupils' literacy and numeracy development. In many lessons there are new words to learn and use. There is no strong emphasis on displays of key scientific vocabulary in classrooms. Teachers do not take sufficient advantage of the opportunities the subject offers for older pupils to write in a range of styles or to decide on their own ways of writing up results. Pupils routinely use measurements of different types. Pupils in Year 6, for example, use force meters and measure in newtons'. They present results using a number of graphs and tables. This makes a contribution to numeracy development. However, this is limited by the lack of opportunities for pupils to develop their own methods of recording and presenting information. The use of information and communication technology in science for research and to present information is underdeveloped.

80 The quality of teaching and learning is good. No unsatisfactory teaching of science was seen during this inspection and the improvement in teaching methods and strategies has been a major contributory factor to the rise in standards. Teachers plan a range of work tailored to the needs of pupils. There is a high level of teamwork between teachers and classroom assistants and this contributes to rising standards, especially for pupils with special educational needs and those who speak English as an additional language. Support assistants provide an effective and caring service for pupils. Teachers have good class control that is achieved with quiet authority and good humour. Pupils respond well to this approach and behaviour is good in lessons. Lessons are carefully planned to ensure that pupils are given clear enough instructions about what to do so that they can succeed, but carefully arranged to leave them with thinking to do to work out solutions to problems. The higher level scientific skills of setting up their own experiments, deciding on what equipment to use and evaluating the success of the methods need further development. Pupils show

interest in science and have good attitudes to work. Very good relationships between pupils and their teachers are a strong feature of the subject. This was clearly seen in practical work done by Year 6 pupils in their 'Forces in Action' investigations.

81 The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils are encouraged to study, and reflect upon, the wonders of the scientific and natural world and this makes a good contribution to their spiritual development. There is a strong moral dimension in lessons and pupils are taught right from wrong. They are taught that it is good manners to listen when others are speaking. In discussions pupils learn to appreciate the views of others, thus developing their social skills as well as those of speaking and listening. Social development is further enhanced by very good opportunities to work together, share and take turns. Cultural development is satisfactory, but there is no strong emphasis on the wide range of traditions from which scientific thinking comes. There are good procedures for assessing pupils' attainment and progress. The use of the data provided to check the suitability of the curriculum is good. This has been an important factor in ensuring that the curriculum is appropriate, and helps to raise standards. The leadership and management of the subject are good. Standards have risen faster than those nationally.

ART AND DESIGN

82 Standards achieved in art and design are satisfactory and similar to those seen in other schools. Satisfactory standards are the result of a strong focus on the teaching of the skills of observing and in controlling the use of paint, pastel and pencil. However, there is little evidence of pupils creating large-scale and more imaginative work. Pupils with special educational needs and those with English as an additional language were well supported and enabled to take a full part in the one lesson seen. Art and design is not taught throughout the year in all classes because the subject is linked with design and technology and each is taught in alternate half terms.

83 Younger pupils are given good opportunities to draw and to paint. They work with care and control when, for example, creating collage portraits using a variety of materials. In the one lesson seen, pupils learned how to use different pencils to create a desired effect and, through looking in a mirror, began to understand the position of eyes, nose, ears and mouth when drawing a self portrait. They learn to use the correct vocabulary when describing what they see and some pupils use these words confidently. Many pupils, however, struggle to provide detailed descriptions when answering questions. Much of the current work of older pupils is linked to work they have done in other subjects. In Years 3 and 4, pupils illustrate Aesop's Fables and carefully create posters linked to sayings such as "Force is not the best way to win friends" and "No one believes a liar even when they are telling the truth". By Years 5 and 6, pupils are using their skills to decorate Greek vases for a history topic. This work shows good attention to detail and sound skills. In a good link with drama, pupils make Greek theatre masks that they use when performing a play.

84 It is not possible to make a judgement on the quality of teaching based on the one lesson seen. However, evidence suggests that pupils have a satisfactory range of opportunities to experience different media such as clay, weaving, printing and making mosaics. Pupils also have opportunities to look at the work of famous artists and have visited the sculpture park at Bretton Hall, but have not visited any art galleries. The work of artists from different cultures features in some of the pupils' work and include African masks and sculptures and Islamic pattern. There is a sound policy and scheme of work for teachers to use to guide their planning. The subject co-ordinator remains committed to raising standards in art but has not yet had opportunities to check on the quality of teaching.

DESIGN AND TECHNOLOGY

85 Standards are well below those expected of pupils of the same age, both at the end of Year 2 and the end of Year 6. Pupils, including those with special educational needs and those who speak English as an additional language, achieve unsatisfactorily. There are no significant differences in attainment between boys and girls. The main reason for the low level of attainment lies in the inconsistent amounts of time given to design and technology, especially for younger pupils, and the low levels of skills and knowledge demonstrated by younger pupils.

86 By the end of Year 2, pupils produce various models using a variety of materials. Pupils in Year 1, for example, make models of houses for Barnaby Bear, a character in their geography programme. Pupils in Year 2 make puppets on sticks that they design themselves. A majority of pupils can competently use a range of materials and tools such as paper, cloth and scissors. There is limited evidence that pupils are developing a strong understanding of the design, make and evaluate strategies used in the subject, especially in evaluating the effectiveness of their work and what they might change to improve it. There is also limited evidence of pupils investigating and evaluating the effectiveness of familiar products.

87 By the end of Year 6, pupils have further developed these basic skills in the use of tools and materials. Pupils in Year 6, for example, produce their own biscuits using various ingredients. They produce graphs of a survey carried out to indicate which tastes are the pupils' favourites. The school has invested in buying a number of model kits that pupils increasingly use to make moving models and this gives them an increasing understanding of the basics of mechanics and movement. Although pupils make models, they do not plan what they are going to do sufficiently well. This was seen, for example, in work done by pupils on producing stands made of paper for picture frames. Although most managed to produce a paper stand that would support the frame, the method was very much 'trial and error' because pupils did not complete a design before starting their work.

88 The quality of teaching is satisfactory, although is better with older pupils. Teachers have adequate subject knowledge overall. It is clear, nevertheless, that some teachers need further professional development to be able to fully meet the attainment targets for the subject and raise standards further. Teachers control pupils well and no time is lost in correcting behaviour or in ensuring that pupils are safe when using tools. Where necessary, health and safety features are well taught. Pupils show good attitudes to work, and behaviour in lessons is good. Where teaching is at its best, teachers lead discussions with skill so that pupils have opportunities to discuss their work and to make decisions for themselves about what did not work well and what they would choose to improve.

89 Curriculum time for the subject is inconsistent and it is clear that some pupils do not have regular and well-planned lessons in design and technology. Assessment procedures are largely left to individual teachers. As a result the procedures are inconsistent and unsatisfactory because they do not provide a complete picture of pupils' skills and development. Pupils have good opportunities to work together, share equipment and help each other with difficulties. The school is using a nationally produced scheme that will provide good continuity. Funds have been invested to ensure that standards do not fall as a result of poor equipment. Although there are still shortcomings in aspects of the subject, the school has made satisfactory progress, taking into account the other pressing targets that the school has had to meet.

GEOGRAPHY

90 Standards are well below those expected by the end of the infants and are below those expected by the end of the juniors. However, pupils are making satisfactory progress when their very low levels of knowledge and understanding of the world around them when they begin school are taken into account. Geography lessons were seen in both infants and juniors, pupils' previous work was looked at and discussions with pupils in both Year 2 and Year 6 were held to determine the extent of their knowledge and understanding. Pupils' low levels of literacy skills hinder their learning in geography and as these literacy skills improve through the school, so do standards in geography.

91 By Year 2, pupils have a very limited knowledge of the place they live in. They know where they live and can give their home address. They have coloured in a map of the British Isles and labelled the different countries, but many still confuse the concepts of 'country' with 'city' and have little understanding of what maps are and little knowledge of the different countries they identified. Pupils have walked round the local area. They have drawn their own house though with no detail as to age or location and filled in a worksheet identifying general types of housing, such as terraced and detached; but there is no recorded work to show they identified and discussed the main features of the area. Most are unable to describe their local area using geographical terms.

92 Because geography is not taught this term, there is little evidence of what pupils know and can do. In discussions with Year 6 pupils, pupils remembered aspects of geography done in Year 5 on mountain environments, and showed appropriate levels of knowledge about the mountain areas studied. They were keen to discuss what they had learnt. There was, however, no clear awareness of the impact of humans on the physical environment. Pupils remember using maps, particularly on the residential visits in Years 4 and 5, but their overall understanding of maps and skills in drawing them and using them are below expected levels.

93 Only one lesson was observed in the infants, insufficient to judge the quality of teaching overall, particularly as there was limited evidence from pupils' past work. The quality of teaching in the juniors is satisfactory. In the lessons seen, in Years 3 and 4 classes, teachers planned activities to help pupils consolidate their past work on the Swat valley in Pakistan and to consider similarities and differences with Leeds. This was successful in one lesson, where the relevant tasks, good resources and skilful questioning by the teacher helped pupils make good progress in understanding similarities and differences in the type of work that people did in the two places. Pupils were eager to find out more about Pakistan and why some things were different.

94 The school now plans using national guidance to ensure a sufficient number of geographical topics are covered in each year. The work in pupils' books, however, indicates that not all units of work are covered in sufficient depth to enable pupils to reach expected levels of understanding and that the use of information and communication technology is limited. The residential visits for Years 4, 5 and 6 contribute well to the curriculum and to pupils' social development. They are given the opportunity to experience a totally different locality, learn about physical and human features of the countryside and extend their skills in using maps.

95 Teachers make satisfactory checks of pupils' progress at the end of each unit of work. The enthusiastic co-ordinator is developing detailed systems of assessment to give teachers a clearer picture of the progress pupils make in order to plan further work. The subject is well led. The quality of teaching has been checked, with written points for improvement made and shared with the teachers.

HISTORY

96 Standards in history are similar to those in geography, and for many of the same reasons. Standards are well below those expected by the end of the infants and are below those expected by the end of the juniors, because of their well below expected levels of attainment when they start school, their limited historical experiences outside school and their below average language ability. No history lessons were observed in the infants and only one in the juniors. Evidence of standards comes from this lesson and also from looking at pupils' past work and discussions with pupils in Years 2 and 6.

97 Pupils in Year 2 know that washing machines need electricity and have learnt about how clothes were washed 'in the olden days' before there was electricity, enthusiastically describing many details though without the correct vocabulary. They remember bringing photographs of themselves as babies and comparing what they could do as babies with what they can do now. Almost all pupils, however, show a very limited understanding of 'old' and 'new' or 'modern'. Pupils' written work is very limited and does not effectively support learning either in history or literacy.

98 Pupils in Year 6 show a sound knowledge of the Ancient Greek civilisation though they cannot accurately say when it was or place it in context of other periods studied. Only the more able pupils' work shows a sense of empathy when writing about a Greek soldier preparing for battle. Pupils remember their work on the Vikings in Year 5 and can give reasons why people invaded and settled in different countries. Pupils enjoy talking about their work and are keen to explain it to others. They use different sources to find out information, such as books, dictionaries, videos and the Internet. Pupils, however, show little understanding of the need to think about the reliability of different evidence, except that they know that stories passed down by word of mouth may change. They have little experience of evidence such as artefacts or museum visits and show no understanding that some evidence is open to different interpretations. Pupils cannot explain the difference between gods such as Thor and historical people such as Alfred the Great.

99 In the infants, no teaching was seen, so judgements about the quality of teaching cannot be made. Only one junior lesson was seen, too little to judge the overall quality of teaching in the juniors.

100 The school plans using national guidance to ensure a sufficient number of historical topics are covered in each year, though the planning is modified because of the mixed-age classes. The work in pupils' books indicates that not all units of work are covered in sufficient depth to enable pupils to reach expected levels of understanding. Much work is on worksheets where pupils have only a few words to write; there are too few opportunities for pupils to practise their writing skills to produce extended pieces of work. The number of visits pupils make to museums and other places of historical interest is limited, though there have been good experiences such as pupils taking part in an archaeological dig, where they found Tudor remains. The school has also organised visitors such as a pupil's grandfather to talk about World War II and a person dressed as a Viking to help pupils enact life in Viking times.

101 Leadership of the subject is satisfactory. As history has not been a priority for the school to develop, there has been no monitoring of teaching. The co-ordinator looks at teachers' planning and the assessments that teachers make after each unit of work, to have a satisfactory overview of the curriculum and standards. These assessments are made by teachers talking to pupils, rather than through the standard of written work, which is seen as a literacy issue. The school is aware of the need to improve the standard of pupils' writing and resources for history.

INFORMATION AND COMMUNICATION TECHNOLOGY

102 Standards at the time of the last inspection were judged to be satisfactory for pupils aged seven and eleven. Attainment has been maintained at the expected level but this represents good progress overall for pupils because of the well below levels of ability on entry to the school.

103 Pupils make satisfactory progress between the ages of five and seven. They are able to word process information and are beginning to use the mouse competently. By the time pupils reach Year 2 they have an understanding of the main functions of the keyboard, entering the text and using the directional keys and the space bar to separate words. More confident pupils can change the style, size and the colour of the lettering and print their work. Most pupils are able to save and retrieve their work and use the backspace bar to edit their work. With help, pupils are able to use the Internet and follow on-screen instructions. Pupils are beginning to understand control technology inputting simple commands into a programmable toy, to move it set distances and turn at angles. Using an art program, they create geometric shapes in different colours.

104 With the benefit of regular information and communication technology lessons, junior age pupils make good progress and by the time they are eleven years old have a well-established understanding of word processing. They have a sound knowledge of all the main functions, using with confidence the 'cut and paste' technique and the spell-check facility to edit their work. Pupils are also developing a good understanding of desktop publishing skills. This was seen in the display of work completed during the 'Elland Road Project'. Here pupils used their understanding to present documents and leaflets with a particular audience in mind about Leeds city centre, with photographs downloaded from the Internet and with added art images to enhance their overall publication.

105 Older pupils are developing a clear understanding of control technology using the *Logo* program, a simple control program and a more sophisticated program, the *Controlit* program. They are able to enter a series of commands to sequence a series of lights in a specific order and are familiar with the advantages of using the Internet for research. An example of this was seen in the Year 6 project on tidal waves. Here pupils presented their findings about the topic on a document with downloaded images from the Internet. Effective use of the Internet was also seen in Year 5 Greek project. Although pupils have used a data-handling program their knowledge is limited and they are not familiar with the use of a spreadsheet. These two aspects are not as well developed as other elements. Pupils understand the advantages of using information and communication technology but few are able to give examples of where it might be used beyond the school and they have not had the opportunity to use a multi-media program. Pupils with special educational needs and those with English as an additional language make satisfactory progress, benefiting from additional help from special needs assistants and being linked with more confident pupils.

106 The overall quality of teaching and learning is satisfactory at both key stages although there are particular strengths in the teaching of older pupils. The majority of teachers have secure subject knowledge and guide pupils well through the procedures. Teaching is better when the interactive whiteboard is used at the beginning of lessons to demonstrate procedures. This results in pupils clearly understanding what they have to do, leading to better learning and progress. Lessons are appropriately planned to build on pupils' previous understanding. There are, however, occasions when the work lacks challenge for the higher attaining pupils, resulting in them becoming restless towards the end of the lesson. Teachers and special needs assistants circulate well during lessons, managing pupils well, keeping pupils on task and anticipating potential difficulties, leading to better progress. Where

teaching is less successful, teachers' questioning of pupils to determine their understanding is limited.

107 Management of the subject is satisfactory. Although the co-ordinator has not had the opportunity to observe teaching he has monitored the planning and has a clear view about the future development of the subject. Teachers' confidence and competence are satisfactory following the provision of training for all teachers. The schemes of work to ensure progression and the improved resources have contributed positively to pupils' progress.

MUSIC

108 Three class music sessions were observed during the inspection, one infant class and two junior classes. Judgements on attainment have been made from observation of these three lessons, audio tapes of pupils' compositions, discussion with pupils and singing during assemblies. From this evidence the attainment of seven and eleven year old pupils is at the level expected for their age.

109 Younger pupils sing with enthusiasm maintaining good pitch. Their rhythmic skills are well established, using the appropriate actions to help maintain rhythms. Pupils are able to recognise and name a range of tuned and un-tuned percussion instruments and play them with sensitivity during class ensembles. Pupils are beginning to appreciate the role of the conductor. They are starting to develop an understanding of a graphic score following accurately a set of symbols and playing at the appropriate point.

110 By the time pupils are eleven years old, singing is of a good standard. This was seen during the whole school assembly where pupils sang tunefully with good pitch and rhythm, entering at the appropriate point after a piano introduction. Pupils' listening skills are developing, recognising music played during assemblies and identifying the composer and the instruments played. Pupils are beginning to use techniques to help with their creative skills and used a series of repeated notes and formal notation to develop their class composition. Older pupils have knowledge of the technical terms used in the subject, using words such as crescendo with understanding. Pupils are beginning to generate sounds to create an atmosphere whilst responding to a conductor. This was evident during a Year 6 space topic, with pupils responding to signs to play loudly or softly to create the appropriate mood. Pupils are developing an understanding of music from other cultures. A project on African drumming was well received by the pupils, who talked about the experience with enthusiasm. Pupils with special educational needs and those with English as an additional language are fully integrated into lessons and make satisfactory progress.

111 Pupils' attitude to the subject is very positive. They show a good level of interest and are anxious to improve, showing patience when not directly involved. When working in groups they all contribute sensibly, show respect for instruments and are confident to perform. They are well behaved and show respect for their teachers.

112 The overall quality of teaching and learning is satisfactory. Where teachers have confidence and competence the teaching is good. These lessons move with pace with a variety of activities to maintain pupils' interest and with planning that clearly identifies progression to build on pupils' existing knowledge. Although planning is generally appropriate to develop practical skills, some lessons seen lacked strategies to develop pupils' rhythmic and listening skills. Teachers have good management skills and high expectations of pupils' behaviour leading to improved learning.

113 The management of the subject is satisfactory. The co-ordinator, a music specialist, has good subject knowledge and gives good support for colleagues who are less confident. He has a clear vision about future developments and the need to maintain standards. The resources for the subject are good with a range of tuned and un-tuned percussion instruments to support pupils' progress and their musical and creative development.

PHYSICAL EDUCATION

114 Standards are satisfactory for pupils by the age of seven and in most of the elements that make up the physical education curriculum for pupils aged eleven. Standards in swimming are poor, with very few pupils able to swim the recommended distance by the end of Year 4 when they stop going swimming. There are no differences between the standards achieved by boys and girls, and pupils of all abilities join in well with all the activities.

115 No lessons were seen involving infant pupils. Pupils in the junior age group understand the importance of completing a warm-up session before exercise and know what effect exercise and diet have on a healthy lifestyle. Teaching in the younger junior classes focuses on the improvement of gymnastic movement. Pupils perform a variety of jumps with control and link them together well with balances. They use the space around them creatively and with an awareness of others. The quality of their movements improves over the lesson with pupils demonstrating satisfactory precision, control and fluency. Older junior pupils practise their throwing and catching skills in practice sessions to extend basketball and netball skills. Pupils understand the need to find space in order to receive a pass and are energetically involved in the session. Attitudes in all lessons seen were good. Pupils respond with enthusiasm and commitment to the activities provided. They respond quickly to instructions and all are well behaved. Equipment is treated with respect and care and is organised well. Pupils work well in small groups when improving their skills.

116 Whilst too few lessons were seen to make an overall judgement about teaching, that seen in the juniors was satisfactory, including some that was good especially when the teacher was knowledgeable and enthusiastic. In the best lessons, emphasis is placed on achieving high standards. Lessons are well planned so that skills are taught and time is given to practise these. Teaching is brisk and purposeful and this ensures that pupils are active for most of the lesson. The management and organisation of pupils are good. Teachers use demonstrations by pupils well to help to raise standards and to give other pupils ideas to extent their work and give opportunities for pupils to comment on how movement could be improved.

117 The curriculum is well planned and covers all the required elements of physical education including swimming, despite the very low standards achieved. Planning is based on an appropriate programme that gives clear guidance to teachers on what pupils are expected to learn and experience. Residential visits are organised so that pupils can experience a wider range of sports such as orienteering and hill walking. Swimming is undertaken in Year 4 but for many pupils this is their first experience of visiting a swimming pool and this results in pupils lacking confidence and making slow progress in learning to swim. Indoor facilities are satisfactory and there is sufficient equipment for all pupils to be able to practise skills. Outdoor facilities are very limited. Extra-curricular activities such as football and dance add to pupils' experience of sports and the school uses its links with the local community well to increase this through football, tennis and hockey coaching.

RELIGIOUS EDUCATION

118 Because of timetable and inspection arrangements, it was possible to observe only one lesson of religious education during the inspection. Judgements are based on this one lesson, analysis of pupils' work, teachers' planning, discussions with staff and discussions with pupils.

119 Pupils come into the school with well below average attainment. This is especially so with writing skills and this clearly affects pupils' progress. Attainment is well below that described in the agreed syllabus for religious education. This is mainly due to inconsistencies in the coverage of the curriculum rather than deficiencies in teaching. There are no significant differences in attainment between boys and girls. Over the course of their time in school, pupils' achievement is satisfactory and this is consistent across all levels of attainment. Pupils who speak English as an additional language also achieve satisfactorily.

120 By the end of Year 2, pupils are beginning to examine relationships between themselves and others. They can recognise that rules exist in various forms. They know something of the main festivals of the Christian calendar and can recount the stories of Christmas and Easter, for example. Pupils also develop a basic knowledge of other faiths and religions. They can explain the main principles of Islam, for instance. Coverage of the syllabus is inconsistent across classes and not all work is on the same topics or at the same level. Although some higher attaining pupils have opportunities to develop their own writing, much of the work is dependent on worksheets and this restricts opportunities for pupils to develop their own style of writing.

121 By the end of Year 6, pupils have developed a satisfactory knowledge of a number of religions and faiths. Pupils in Year 6, for example, can describe creation stories from a number of faiths. Pupils in Year 3 study Christian, Muslim and Hindu marriage ceremonies. Although there are examples of writing at greater length and in depth, such as those done by Year 6 pupils on the Islamic Creation story, these are the exception, and pupils have limited opportunities to write in a range of styles or in greater depth. They do not, for example, use stories from a number of faiths to understand what it is like to belong to a particular group or about the responsibilities that come with adulthood in such groups.

122 Although it was possible to observe only one lesson during the inspection, there are aspects of teaching about which judgements are possible. The quality of teaching and the learning it promotes are satisfactory. Teachers have satisfactory knowledge of the religions covered in the locally agreed syllabus and this gives them greater confidence. Pupils' work is marked and corrected but there is limited use of marking to give advice about how pupils can improve their learning. Overall, teachers make unsatisfactory links with literacy because they do not provide consistent opportunities for pupils to practise extended writing in a number of styles. There is very limited evidence that teachers make use of information and communication technology for pupils to refine and edit their work or to use software to improve their learning.

123 There are limited consistent procedures in place for assessing pupils' attainment and progress. This is recognised by the school and procedures are now being developed which will provide good data to assess pupils' progress. There is also limited monitoring of teaching and learning. Because of these features the school cannot be sure that all groups of pupils are achieving as well as they should. Reliable assessment and monitoring of procedures would have highlighted the inconsistencies in the curriculum that are leading to pupils achieving less well than they should. These shortcomings in provision also mean that the subject's contribution to pupils' spiritual, moral, social and cultural development is not as strong as it could be from a subject that usually contributes well. Resources for learning are

satisfactory, enabling teachers to prepare a more interesting range of work for pupils; for example, pupils are able to see artefacts associated with a number of religious ceremonies.